DOCUMENT RESUME

ED 411 024 JC 970 498

AUTHOR	Phillippe, Kent A., Ed.
TITLE	National Profile of Community Colleges: Trends & Statistics, 1997-1998.
INSTITUTION	American Association of Community Colleges, Washington, DC.
ISSN	ISSN-1083-2882
PUB DATE	1997-00-00
NOTE	125p.
AVAILABLE FROM	AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 ($45; $35 members).
PUB TYPE	Numerical/Quantitative Data (110)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrators; Associate Degrees; Census Figures; *College Faculty; *College Outcomes Assessment; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Enrollment Rate; Expenditures; Income; Labor Market; National Surveys; Salaries; Staff Utilization; Statistical Data; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; *Two Year College Students; Two Year Colleges

ABSTRACT

Drawing on information provided by regional accrediting agencies and from the American Association of Community Colleges' database, this publication provides a broad statistical overview of all public and independent two-year colleges in the United States as of 1997 and includes extensive tables, charts, and graphs. Chapter 1 includes information on the history of community colleges, the number of community colleges by type of control and by state, unduplicated headcount by type and control of institution, and the percentage of residents by state 18 years and older who attend a community college. Chapter 2 focuses on student enrollment and student characteristics, including data on enrollment projections through 2006, student age, attendance status, sex, racial and ethnic background, and distribution of reported disabilities. Chapter 3 looks at indicators of community college impact, including data on degrees and certificates conferred, educational attainment of United States residents, earnings by educational attainment, programs that show excellent job prospects, the national transfer rate, workforce training outcomes, international education, disability support services, service learning, and videoconferencing use. Chapter 4 focuses on student tuition, fees, and financial aid, while chapter 5 presents data on institutional revenues and expenditures and community college employees by type of work, sex, employment status, and salary. Finally, chapter 6 provides an essay on the future of the community college. Contains a glossary and a list of 41 print and electronic resources. (JDI)

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NATIONAL PROFILE OF COMMUNITY COLLEGES:

TRENDS & STATISTICS

1997-1998

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National Profile of Community Colleges

Trends & Statistics 1997-1998

Edited by
Kent A. Phillippe

Community College Press®
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Community Colleges
Washington, D.C.

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Community College Press®
American Association of Community Colleges
One Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036
(202) 728-0200

Printed in the United States of America

ISSN 1083-2882

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INTRODUCTION

As the world prepares to welcome a new century, community colleges are facing what is perhaps the most exciting time of their first 100 years. Technology is changing the way community colleges educate their students, and the students themselves—older, part-time, and culturally diverse—are transforming the community college mission and structure into one that will suit the 21st century learner.

Today's community college looks different from the way it did in the past. It is in a transition—a revolution—that assures it will look more different still in the years to come. Today's community college is a place of diversity, change, and experimentation. What does that mean in 1997? Using data to explain trends among these two-year institutions, the following pages provide a national snapshot of the community college of 1997. Librarians, researchers, community college staff, and education advocates can use the information in this volume as evidence of the ever-growing, ever-changing strengths of the nation's 1,113 community colleges. Text and numbers collected from a variety of sources are provided in an easy-to-follow format that will help the reader understand the issues that community colleges are dealing with today.

A note to researchers: While we make every effort to preserve consistency, numbers may vary across the many tables and charts that follow. Some of the data in this volume differ from that in previous statistical publications of the American

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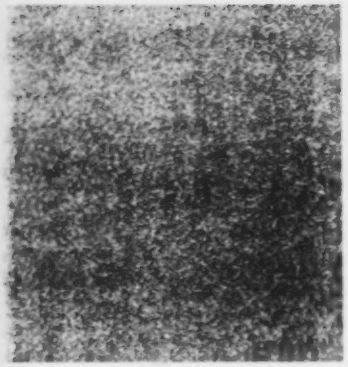

Association of Community Colleges. We have revised our definition of community college (see Glossary). Also, some of the following charts count the number of students enrolled at a community college by using full-year, unduplicated headcounts rather than fall headcounts. Fall headcounts (the number of students enrolled in the fall term) tend to underrepresent the number of students served by colleges. Full-year, unduplicated headcounts (the number of students taking classes in one academic year, counting each student once regardless of how many terms he or she attended the college) better reflect the student population. There is a vast difference in the resulting statistic: At public community colleges, for example, fall headcount enrollment (5.2 million) accounts for just 60 percent of the full-year enrollment (9 million).

The National Center for Education Statistics collects full-year, unduplicated headcount enrollment, and we have reported it here. To break the student population down by race, sex, age, and other demographics, however, we use fall headcounts instead because that information is not available based on full-year enrollments.

CHAPTER I

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Past to Present, What Community Colleges Are

Past to Present, What Community Colleges Are

Thomas Jefferson had a vision for education. He believed it should be practical as well as liberal and that it should serve the public good as well as individual needs.

Of that belief, community colleges were born. The rich history of the community college—a uniquely American institution—began before the turn of this century with passage of the Morrill Act of 1862. This so-called Land Grant Act created colleges that focused on teaching the practical skills needed by those working in the fields of agriculture and mechanics. The community college built upon that rich heritage.

Even before the birth of the first public junior college in 1901, a few independent two-year colleges existed. These colleges began as small four-year institutions that simply discontinued their final two years of programs because of sparse finances and increased demand by high school graduates seeking a college education. As more high school graduates opted for college, universities began pushing for the creation of public two-year colleges that could teach basic learning and thinking skills and prepare students for the rigors of university life. The new colleges, the universities reckoned, could bridge the gap between high school and higher learning, preparing young students for their eventual transfer to a four-year institution.

One of the staunchest proponents of this philosophy was William Rainey Harper, president of the University of Chicago, who founded Joliet Junior College in 1901. Its mission was to offer college-level courses to public school students in what might be considered grades 13 and 14; to use tax dollars to help pay for the post-high school education of these public school students; to meet community needs by offering courses and programs tailor-made for local students, and to prepare students for transfer to the University of Chicago. Joliet Junior College has evolved—like all community colleges—and is a much different institution today than it was in 1901. But the country's first community college still operates.

Six years after Joliet opened its doors, the California legislature allowed high

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schools to offer the first two years of college to their graduates. By 1917, California was providing state and local support for public two-year junior colleges, and in 1921, the legislature created independent junior college districts to be governed by local boards, connecting the colleges more closely with the communities they served. The California laws were models for legislation in other states, and within 25 years, Texas, Mississippi, Missouri, Iowa, Kansas, and Michigan had community colleges of their own.

During their early years, the colleges remained true to their original mission, teaching new high school graduates the basic thinking and learning skills they would need before transferring to universities for upper-level college work. But the Great Depression expanded their role. People who couldn't find jobs enrolled instead in community college classes—a phenomenon that continues today. Communities pressed their colleges to offer courses that would help their unemployed citizens secure scarce jobs. The colleges began forming partnerships with business and industry to fill their demand for skilled workers. Federal initiatives designed to weaken the Depression's grip included programs that encouraged and funded the creation of more accessible colleges. Congress passed legislation aimed to train young workers waiting for the economy to recover and jobs to open up.

This challenge changed the character of public junior colleges. Instead of focusing on preparing their students for university-level work, the newly created colleges also were training their enrollees for jobs, offering a variety of technical courses. This was the first step in the evolution of the multidimensional community college.

Then came an end to World War II, and in 1944 Congress passed the G.I. Bill to honor the men and women who served their country. The bill allowed the government to pay for veterans to attend college and get much-needed job training. The bill also helped prevent severe unemployment by keeping veterans out of the workforce until the economy had adjusted sufficiently to accommodate them. Veterans flooded colleges. Between 1944 and 1947, community college

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enrollment doubled as more than 250,000 new students registered.

Just three years later, the President's Commission on Higher Education published its Higher Education for American Democracy—popularly called the Truman Commission Report—calling for creation of a network of public community colleges that would charge little or no tuition and serve their local areas. The Commission popularized the term *community college*, causing hundreds of existing and new public two-year colleges to include "community" in their names. The report certified community colleges as an important cornerstone of American higher education and laid the groundwork for the extraordinary expansion of the colleges over the next quarter century.

Through the 1960s, the country saw the post-World War II baby boom, the creation of colleges in urban centers, the return of veterans from Korea and Vietnam, and the draft board's acceptance of full-time enrollment in a community college as a reason for military deferment. The circumstances of the 1960s resulted in dramatic growth in the number of public colleges and enrollment in them: Between 1960 and 1970, the number of community colleges increased two and one-half times, opening at a rate of nearly one a week. In response, the federal government funneled more money into the community colleges for constructing new facilities, enhancing vocational programs, developing faculty, and improving management. And government dollars helped qualified students with grants and loans to defray college costs.

In the meantime, many independent community colleges had opened their doors to educate students with specialized interests. Many of these independent colleges were affiliated with churches; some were all-male or all-female; others offered curriculums heavy in science or another field. These colleges relied on tuitions and their own fund-raising efforts rather than state and community tax dollars. And the 1960s were hard on them. Both the number of independent colleges and enrollment in them dipped during that decade and the next. With rising operating costs, independent colleges found it harder to compete with the accessibility,

convenience, and low cost of public community colleges. In their struggle to stay alive, some of these independent colleges changed their missions and converted two-year colleges into four-year institutions. Virtually all of them began to bolster their bottom lines through extensive fund-raising efforts.

Public community colleges continued to enjoy increasing enrollments through the 1980s (except from 1982 to 1985, when they saw downturns) and the early 1990s, and their mission became more complex. Access and equity issues, community activism, and lifelong learning became front-burner issues. The community college came to be seen as a significant element in local and national economic development. And these colleges, because of their accessibility and focus on local people, became institutions of choice among minorities. Their focus on teaching and learning continued to distinguish them from other postsecondary institutions whose emphasis was on research.

There are 949 public, 141 independent, and 23 tribal community colleges today, with at least one in every state. They served more than 9.1 million credit students (and approximately 5 million more noncredit students) in the 1994-95 academic year, 5.2 million in the fall term alone. This accounts for more than half of the nation's undergraduates and nearly 5 percent of its adult population.

- **Between 1960 and 1970, the number of community colleges increased two and one-half times, opening at a rate of nearly one a week.**
- **Community college enrollment between 1965 and 1975 increased almost three and one-half times.**
- **Enrollment growth slowed between 1982 and 1992 to average around 2 percent a year.**
- **In 1996, there were 1,113 public and independent community colleges in the United States, with at least one in every state.**
- **More than 9 percent of Wyoming's adult population took a credit course at a community college in the 1994-95 academic year, and Alabama, Arizona, California, and Illinois had rates of 8 percent or better.**
- **Unlike public community colleges, many independent community colleges are affiliated with churches or cater to an all-male or all-female student body.**

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C1.1 ■ Number of Community Colleges Including Tribal Colleges and Branch Campuses: 1900–1996

1 Source: AACC historical records and database

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T1.1 ■ Number of Community Colleges by Control of Institution Including Tribal Colleges and Branch Campuses: 1900–1996

■ Source: AACC historical records and database

Year	Public Community Colleges	Independent Community Colleges	Tribal Colleges	Branch Campuses of Colleges and Universities	Total Including Branch Campuses	Total Number of Community Colleges[1]
1900	0	8			8	
1915	19	55			74	
1921	70	137			207	
1925	136	189			325	
1930	178	258			436	
1935	223	309			532	
1940	258	317			575	
1945	261	323			584	
1950	337	311			648	
1955	338	260			598	
1960	390	273			663	
1965	503	268			771	
1970	847	244			1,091	
1975	1,014	216			1,230	
1980	1,049	182			1,231	
1985	1,068	154			1,222	
1990	1,282	183			1,465	
1995[1]	948	147	21	468[2]	1,584	1,112
1996[1]	949	141	23	468[2]	1,581	1,113

1. Since 1995, AACC changed data collection procedures and does not include branch campuses when tabulating the total number of community colleges.
2. Estimated based on AACC records.

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T1.2 ■ Number of Community Colleges[1] by State and Control of Institution: 1996

■ Source: AACC database, 1996

State	Public	Independent	Tribal	Total
Alabama	31	4		35
Alaska	5			5
Arizona	19	1	1	21
Arkansas	22	1		23
California	105	12	1	118
Colorado	15			15
Connecticut	12	4		16
Delaware	1			1
District of Columbia	0			0
Florida	29	3		32
Georgia	29	8		37
Hawaii	7	2		9
Idaho	5	1		6
Illinois	49	7		56
Indiana	2	2		4
Iowa	17	3		20
Kansas	20	3	1	24
Kentucky	15	1		16
Louisiana	6			6
Maine	9	1		10
Maryland	18	1		19
Massachusetts	15	13		28
Michigan	29	3	1	33
Minnesota	31	1	1	33
Mississippi	15	3		18
Missouri	13	5		18
Montana	8		7	15

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State	Public	Independent	Tribal	Total
Nebraska	7		1	8
Nevada	4			4
New Hampshire	3	4		7
New Jersey	19	2		21
New Mexico	12		1	13
New York	41	12		53
North Carolina	58	2	4	64
North Dakota	4	1		5
Ohio	31	6		37
Oklahoma	15	3		18
Oregon	16			16
Pennsylvania	15	10		25
Rhode Island	1	1		2
South Carolina	17	2		19
South Dakota	4	1	3	8
Tennessee	15	3		18
Texas	63	4		67
Utah	5	1		6
Vermont	2	4		6
Virginia	24	3		27
Washington	31	1	1	33
West Virginia	11	1		12
Wisconsin	17	1	1	19
Wyoming	7			7
Total	948	141	23	1,113

1. Based on the AACC definition of community college as found on page 108.

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T1.3 ■ Fall and Full-Year Unduplicated Headcount Enrollment by Type and Control of Institution: 1991–92 to 1994–95

■ Source: National Center for Education Statistics, IPEDS data files

	Community Colleges			Four-year Colleges		
	Public	Independent	Total	Public	Independent	Total
1991–92						
Fall only	5,500,220	120,755	5,620,975	4,735,748	2,062,809	6,798,557
Full year	9,615,092	159,170	9,774,262	5,828,746	2,584,612	8,413,358
Fall %	57%	76%	58%	81%	80%	81%
1992–93						
Fall only	5,567,848	113,541	5,681,389	4,780,510	2,103,336	6,883,846
Full year	9,675,070	178,919	9,853,989	5,828,933	2,584,801	8,413,734
Fall %	58%	63%	58%	82%	81%	82%
1993–94						
Fall only	5,432,543	119,381	5,551,924	4,725,024	2,097,226	6,822,250
Full year	9,311,065	165,753	9,476,818	5,739,682	2,562,510	8,302,192
Fall %	58%	72%	59%	82%	82%	82%
1994–95[1]						
Fall only	5,391,888	113,784	5,505,672	4,688,282	2,111,065	6,799,347
Full year	8,966,534	161,933	9,128,467	5,691,429	2,602,867	8,294,296
Fall %	60%	70%	60%	82%	81%	82%

1. 1994–95 full-year headcount is estimated based on preliminary IPEDS data files.

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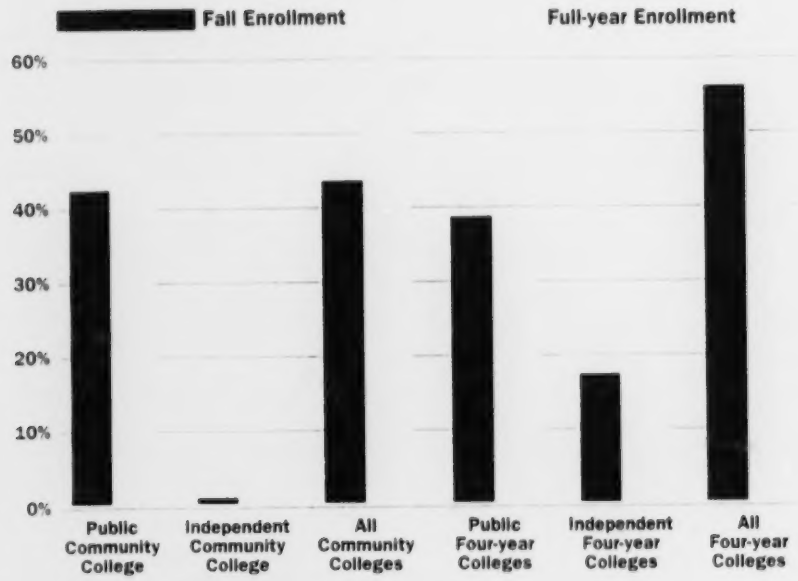
C1.2 Percentage of Total Undergraduate Enrollment by Type and Control of Institution: 1994–95[1]

Source: National Center for Education Statistics, IPEDS data files



1. Estimated based on preliminary released data files.

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C1.3 ■ Percentage of Population Aged 18 and Older Served by a Community College: 1995

Source: National Center for Education Statistics, IPEDS data files & US Bureau of the Census, Current Population Survey, 1995

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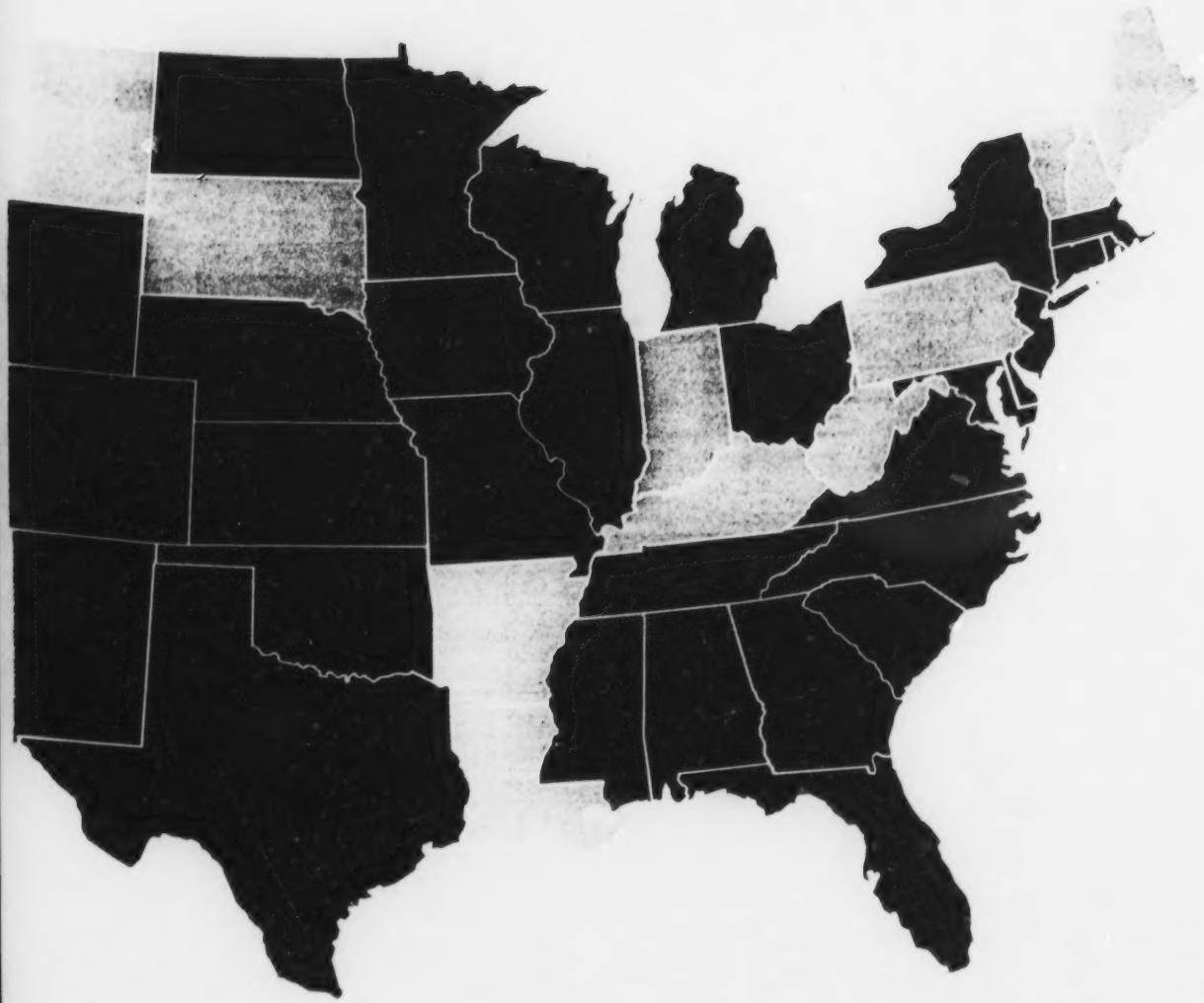

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T1.4 ■ Percentage of Population Aged 18 and Over Served by a Community College by State: 1994–95

■ Source: National Center for Education Statistics; IPEDS data files & US Bureau of the Census; Current Population Survey

	Headcount Enrollment			Percentage of Population Served	
State	Fall Only 1995	Full-year: 1994–95	Population Aged 18 and Over (1995)	Fall Only 1995	Full-year: 1994–95
Alabama	108,585	266,950	3,172,837	3.4%	8.4%
Alaska	640	2,806	414,364	0.2%	0.7%
Arizona	148,812	264,476	3,024,670	4.9%	8.7%
Arkansas	26,751	47,341	1,834,248	1.5%	2.6%
California	1,033,281	1,921,532	22,795,537	4.5%	8.4%
Colorado	80,452	154,412	2,765,385	2.9%	5.6%
Connecticut	42,987	66,733	2,476,929	1.7%	2.7%
Delaware	11,663	15,829	538,371	2.2%	2.9%
District of Columbia	0	0	439,604	0.0%	0.0%
Florida	353,517	675,363	10,794,242	3.3%	6.3%
Georgia	93,806	147,617	5,277,288	1.8%	2.8%
Hawaii	27,275	36,231	877,553	3.1%	4.1%
Idaho	15,343	24,447	815,337	1.9%	3.0%
Illinois	340,621	693,925	8,704,046	3.9%	8.0%
Indiana	42,175	78,039	4,316,112	1.0%	1.8%
Iowa	54,871	89,657	2,117,253	2.6%	4.2%
Kansas	74,684	142,324	1,872,567	4.0%	7.6%
Kentucky	49,260	76,139	2,887,511	1.7%	2.6%
Louisiana	37,682	65,941	3,103,120	1.2%	2.1%
Maine	5,413	14,052	936,487	0.6%	1.5%
Maryland	107,602	171,760	3,770,472	2.9%	4.6%
Massachusetts	75,511	138,206	4,641,696	1.6%	3.0%
Michigan	197,804	365,210	7,029,898	2.8%	5.2%
Minnesota	90,791	142,241	3,364,056	2.7%	4.2%
Mississippi	52,274	77,114	1,935,334	2.7%	4.0%
Missouri	74,149	129,247	3,941,971	1.9%	3.3%

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	Headcount Enrollment			Percentage of Population Served	
State	Fall Only 1995	Full-year: 1994–95	Population Aged 18 and Over (1995)	Fall Only 1995	Full-year: 1994–95
Montana	7,308	11,991	634,147	1.2%	1.9%
Nebraska	36,422	80,525	1,193,815	3.1%	6.7%
Nevada	33,588	60,739	1,131,522	3.0%	5.4%
New Hampshire	8,654	18,913	853,284	1.0%	2.2%
New Jersey	129,940	203,108	5,981,775	2.2%	3.4%
New Mexico	34,264	54,136	1,185,302	2.9%	4.6%
New York	253,202	371,562	13,599,219	1.9%	2.7%
North Carolina	147,250	273,743	5,396,019	2.7%	5.1%
North Dakota	8,667	12,501	470,922	1.8%	2.7%
Ohio	149,276	246,610	8,290,658	1.8%	3.0%
Oklahoma	71,558	114,428	2,399,648	3.0%	4.8%
Oregon	70,936	178,005	2,343,545	3.0%	7.6%
Pennsylvania	112,283	179,525	9,162,540	1.2%	2.0%
Rhode Island	15,246	27,744	752,183	2.0%	3.7%
South Carolina	61,278	117,889	2,728,903	2.2%	4.3%
South Dakota	2,924	4,569	522,598	0.6%	0.9%
Tennessee	82,201	124,507	3,945,754	2.1%	3.2%
Texas	423,212	710,367	13,323,574	3.2%	5.3%
Utah	29,693	44,140	1,276,790	2.3%	3.5%
Vermont	5,020	8,423	438,011	1.1%	1.9%
Virginia	130,781	216,763	5,005,831	2.6%	4.3%
Washington	155,780	291,078	4,012,536	3.9%	7.3%
West Virginia	7,337	9,832	1,406,272	0.5%	0.7%
Wisconsin	103,898	237,796	3,769,666	2.8%	6.3%
Wyoming	18,059	31,204	343,916	5.3%	9.1%
Total	5,244,725	9,437,690	194,015,318	2.7%	4.9%

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CHAPTER II

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Who's Coming to Community Colleges

Student Characteristics and Enrollment

Who's Coming to Community Colleges

Student Characteristics and Enrollment

Nowhere is the diversity of the American population more evident than on community college campuses. Once, the community college student was a fresh-from-high school, college-bound teen. Today's enrollees are all ages and come from an array of cultural and ethnic backgrounds. In fact, community colleges are the schools of choice among America's minorities: Each fall, more than 48 percent of all minority undergraduates enrolled in higher education attend a community college.

More than ever, community college students go to college part-time, as they strive to squeeze in education and job training after work or on weekends. Nearly two-thirds of community college students attend college part-time, compared with just 40 percent of students at four-year colleges. Family commitments and the need to work at paying jobs keep many would-be full-time students away from campuses during traditionally scheduled daytime classes, leading colleges to offer evening and weekend classes. Most offer classes via television, two-way video, or the Internet to students who cannot come to campus at all. In academic year 1992-93, 46 percent of public community college students had full-time jobs, and 23 percent of full-time students worked full-time as well.

And the students are older than they once were; the average age nationally is 29. Students younger than 22 still make up about a third of the community college population, as do students 30 years old and older. The older students are more likely to work full-time than younger students. Fifty-eight percent of students between ages 23 and 40 work full-time, as do 57 percent of students aged 40 and older.

These working students sustain many of the colleges, which boast formidable enrollments nationwide. Of the approximately 9.1 million students who attended credit courses at community colleges in the full 1994-95 academic year, more than 9 million attended public community colleges. Public community colleges enroll 52 percent of all undergraduates in the United States, making community college students the largest single group of higher education students.

The popularity of community colleges stems in part from their philosophy of open access and admission, and their aim to serve traditionally underserved populations that, without the two-year institutions, might not attend college at all. The mix of those students varies from state to state and from community to community. But on average, ethnic and racial minorities make up more than 28 percent of all community college students. About 11 percent of community college students are black and another 11 percent are of Hispanic origin; 5 percent are of Asian or Pacific Island descent, and 1 percent are native Americans, Eskimos, and Aleutians.

Finally, community colleges serve disabled students. More than half of higher education students who report a disability attend a public community college. More than a third of them report learning disabilities; 21 percent have mobility or orthopedic impediments; 7 percent are hearing impaired; 5 percent are visually impaired, and 7 percent report developmental disabilities.

Despite the appeal of community colleges to a diverse mix of students, community colleges are seeing enrollments decline slightly in the mid-1990s, after a growth spurt earlier in the decade. But the U.S. Department of Education predicts this trend will change over the next five years as the children of baby boomers begin to graduate from high school and enter the postsecondary education market.

National trends, of course, look at averages, although each college is unique and enrollment sizes vary from college to college. In 1995, for example, the public Los Angeles Community College District reported a fall headcount credit enrollment of about 100,000; the independent White Pines College in New Hampshire that year had a fall headcount of just 32. The average public college enrollment for 1995 was about 3,500 credit students.

The picture at independent community colleges is somewhat different from that at the public college campus. Students who attend independent community colleges are more likely to be traditional college age and bound for four-year institutions. Because most independent two-year colleges focus less on their local

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communities than do the public institutions, their students hail from around the country and around the world for instruction that might include religion or other special topics. Some hold jobs while they study, but most attend college full-time.

Enrollment in independent community colleges has dropped significantly over the past three decades, and observers say enrollment growth is unlikely in the near future. Higher tuitions make competing against lower-cost public colleges difficult.

- **Minority student enrollment in community colleges since 1990 has kept pace with nonminority enrollment; community colleges serve 48 percent of all undergraduate minority students each fall semester.**
- **More than one-tenth of community college students are older than 50. The average age on campus is about 29.**
- **More than half of community college students are first-generation students; that is, neither of their parents attended college.**
- **Almost 40 percent of community college students say they hope to eventually earn their bachelor's degrees, and nearly one-third aspire to master's degrees.**
- **Forty-six percent of community college students work full-time. Twenty-three percent of full-time community college students report having full-time jobs as well.**

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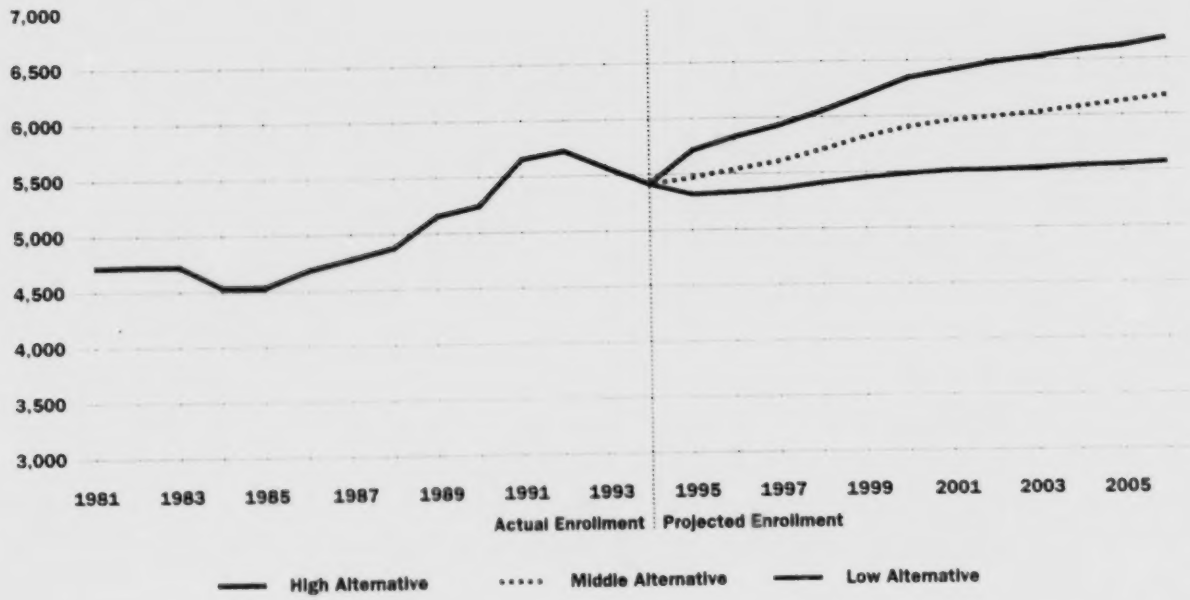
C2.1 ■ Community College Enrollment Trend and Projections: 1981–2006

(IN THOUSANDS)

■ Source: National Center for Education Statistics, Projections of Education Statistics to 2006



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T2.1 ■ Fall Headcount Enrollment by Level and Control of Institution: 1975–1994

■ Source: Digest of Education Statistics, 1996, US Department of Education

	Community Colleges[1]			4-Year Institutions[2]		
Year	Public	Independent	Total	Public	Independent	Total
1975	3,836,366	133,753	3,970,119	4,998,142	2,216,598	7,214,740
1976	3,751,786	131,535	3,883,321	4,901,691	2,227,125	7,128,816
1977	3,901,769	141,173	4,042,942	4,945,224	2,297,621	7,242,845
1978	3,873,690	154,777	4,028,467	4,912,203	2,319,422	7,231,625
1979	4,056,810	159,856	4,216,666	4,980,012	2,373,221	7,353,233
1980	4,328,782	197,505	4,526,287	5,128,612	2,441,996	7,570,608
1981	4,480,708	235,503	4,716,211	5,166,324	2,489,137	7,655,461
1982	4,519,653	252,053	4,771,706	5,176,434	2,477,640	7,654,074
1983	4,459,330	264,136	4,723,466	5,223,404	2,517,791	7,741,195
1984	4,279,097	251,676	4,530,773	5,198,273	2,512,894	7,711,167
1985	4,269,733	261,344	4,531,077	5,209,540	2,506,438	7,715,978
1986	4,413,691	265,857	4,679,548	5,300,202	2,523,761	7,823,963
1987	4,541,054	235,168	4,776,222	5,432,200	2,558,220	7,990,420
1988	4,615,487	259,668	4,875,155	5,545,901	2,634,281	8,180,182
1989	4,883,660	267,229	5,150,889	5,694,303	2,693,368	8,387,671
1990	4,996,475	243,608	5,240,083	5,848,242	2,730,312	8,578,554
1991	5,404,815	247,085	5,651,900	5,904,748	2,802,305	8,707,053
1992	5,485,512	237,732	5,723,244	5,902,213	2,865,769	8,767,982
1993	5,337,328	228,539	5,565,867	5,851,760	2,887,176	8,738,936
1994	5,308,467	221,243	5,529,710	5,825,213	2,923,867	8,749,080
Change 1975 to 1994	38.4%	65.4%	39.3%	16.5%	31.9%	21.3%
Change 1985 to 1994	24.3%	-15.3%	22.0%	11.8%	16.7%	13.4%
Change 1990 to 1994	6.2%	-9.2%	5.5%	-0.4%	7.1%	2.0%

1. For purposes of historical analysis, the US Dept. of Education's definition of community colleges was used for this table (see note, page 108).
2. Includes graduate and undergraduate students.

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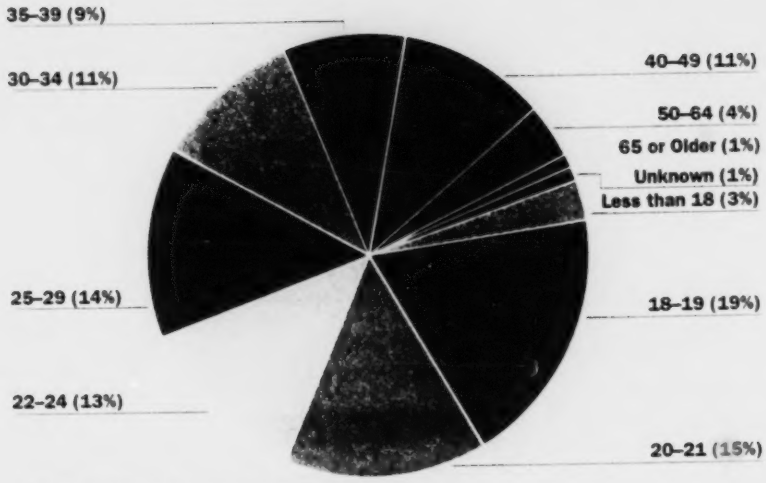


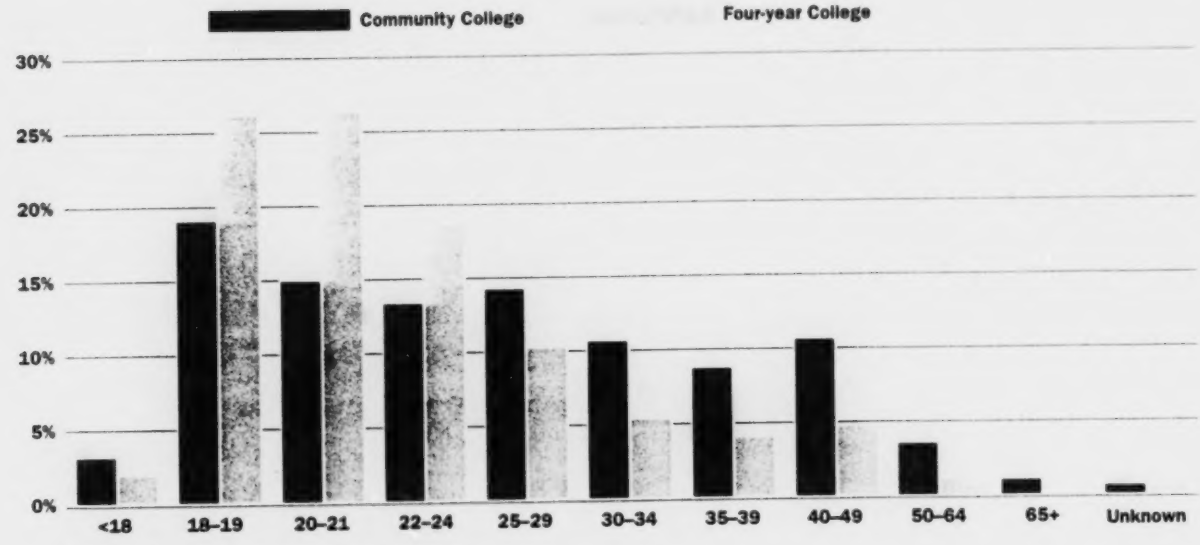
1. Estimated based on preliminary released data files.

C2.2 ■ Community College Enrollment by Age: 1995[1]

■ Source: National Center for Education Statistics, IPEDS data files

C2.3 ■ Percentage of Undergraduate Enrollment by Age of Student and Level of Institution: 1995[1]

■ Source: National Center for Education Statistics, IPEDS data files



1. Estimated based on preliminary released data files.

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T2.2 ■ Undergraduate Fall Headcount Enrollment by Type and Control of Institution, Enrollment Status, and Sex: 1990–1995

■ Source: National Center for Education Statistics, IPEDS Fall Enrollment Survey

	Community College			Four-year College			
Student Characteristic	Public	Independent	Total	Public	Independent	Total	Grand Total
1990							
Part-time	3,333,993	32,150	3,366,143	1,178,135	459,519	1,637,654	5,003,797
Full-time	1,785,990	85,968	1,871,958	3,584,475	1,547,896	5,132,371	7,004,329
Percent part-time	65.1%	27.2%	64.3%	24.7%	22.9%	24.2%	41.7%
Male	2,192,390	39,747	2,232,137	2,241,981	913,668	3,155,649	5,387,786
Female	2,927,593	78,371	3,005,964	2,520,629	1,093,747	3,614,376	6,620,340
Percent female	57.2%	66.3%	57.4%	52.9%	54.5%	53.4%	55.1%
Total	5,119,983	118,118	5,238,101	4,762,610	2,007,415	6,770,025	12,008,126
1991							
Part-time	3,555,460	28,438	3,583,898	1,158,246	477,107	1,635,353	5,219,251
Full-time	1,944,760	86,923	2,031,683	3,577,502	1,585,702	5,163,204	7,194,887
Percent part-time	64.6%	23.6%	63.8%	24.5%	23.2%	24.1%	42.0%
Male	2,344,407	39,301	2,383,708	2,226,798	931,540	3,158,338	5,542,046
Female	3,155,813	81,454	3,237,267	2,508,950	1,128,239	3,637,189	6,874,456
Percent female	57.4%	67.5%	57.6%	53.0%	54.8%	53.5%	55.4%
Total	5,500,220	120,755	5,620,975	4,735,748	2,059,779	6,795,527	12,416,502
1992							
Part-time	3,600,576	33,373	3,633,949	1,172,403	491,782	1,664,185	5,298,134
Full-time	1,967,272	80,168	2,047,440	3,608,107	1,611,554	5,219,661	7,267,101
Percent part-time	64.7%	29.4%	64.0%	24.5%	23.4%	24.2%	42.2%
Male	2,352,000	37,440	2,389,440	2,245,778	940,335	3,186,113	5,575,553
Female	3,215,055	75,465	3,290,520	2,535,525	1,163,637	3,699,162	6,989,682
Percent female	57.7%	66.5%	57.9%	53.0%	55.3%	53.7%	55.6%
Total	5,567,848	113,541	5,681,389	4,780,510	2,103,336	6,883,846	12,565,235

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Student Characteristic	Community College			Four-year College			Grand Total
	Public	Independent	Total	Public	Independent	Total	
1993							
Part-time	3,483,028	33,732	3,516,760	1,147,869	488,389	1,636,258	5,153,018
Full-time	1,949,515	85,649	2,035,164	3,577,155	1,608,837	5,185,992	7,221,156
Percent part-time	64.1%	28.3%	63.3%	24.3%	23.3%	24.0%	41.6%
Male	2,293,222	42,181	2,335,403	2,221,316	929,627	3,150,943	5,486,346
Female	3,139,321	77,200	3,216,521	2,503,708	1,167,599	3,671,307	6,887,828
Percent female	57.8%	64.7%	57.9%	53.0%	55.7%	53.8%	55.7%
Total	5,432,543	119,381	5,551,924	4,725,024	2,097,226	6,822,250	12,374,174
1994							
Part-time	3,449,865	33,019	3,482,884	1,126,290	485,986	1,612,276	5,095,160
Full-time	1,942,023	80,765	2,022,788	3,561,992	1,625,079	5,187,071	7,209,859
Percent part-time	64.0%	29.0%	63.3%	24.0%	23.0%	23.7%	41.4%
Male	2,267,811	39,523	2,307,334	2,186,946	925,998	3,112,944	5,420,278
Female	3,124,077	74,261	3,198,338	2,501,336	1,185,067	3,686,403	6,884,741
Percent female	57.9%	65.3%	58.1%	53.4%	56.1%	54.2%	56.0%
Total	5,391,888	113,784	5,505,672	4,688,282	2,111,065	6,799,347	12,305,019
1995[1]							
Part-time	3,296,182	26,868	3,323,050	1,101,086	485,717	1,586,803	4,909,853
Full-time	1,844,027	76,329	1,920,356	3,581,178	1,625,165	5,206,343	7,126,699
Percent part-time	64.1%	26.0%	63.4%	23.5%	23.0%	23.4%	40.8%
Male	2,153,283	36,017	2,189,300	2,164,196	914,314	3,078,510	5,267,810
Female	2,986,926	67,180	3,054,106	2,518,068	1,196,568	3,714,636	6,768,742
Percent female	58.1%	65.1%	58.2%	53.8%	56.7%	54.7%	56.2%
Total	5,140,209	103,197	5,243,406	4,682,264	2,110,882	6,793,146	12,036,552

1. Estimated based on preliminary data files.

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T2.3 ■ Percentage of Community College Enrollment by Age of Student, Attendance Status, and Control of Institution: 1991, 1993, 1995

■ Source: National Center for Education Statistics, IPEDS data files

	Part-time			Full-time			Total		
Age	Public	Independent	Total	Public	Independent	Total	Public	Independent	Total
1991									
< 18	1.9%	1.1%	1.9%	1.6%	1.9%	1.6%	1.8%	1.7%	1.8%
18–19	7.3%	5.5%	7.2%	32.0%	28.7%	31.7%	15.9%	23.3%	16.2%
20–21	10.4%	10.8%	10.4%	21.5%	17.1%	21.1%	14.3%	15.7%	14.3%
22–24	11.3%	12.9%	11.4%	10.9%	12.4%	11.0%	11.2%	12.5%	11.2%
25–29	15.0%	17.7%	15.1%	9.1%	11.2%	9.3%	13.0%	12.7%	12.9%
30–34	12.9%	13.2%	12.9%	6.3%	6.8%	6.4%	10.6%	8.3%	10.5%
35–39	10.4%	9.4%	10.4%	4.4%	4.1%	4.3%	8.3%	5.4%	8.2%
40–49	11.8%	8.8%	11.8%	4.0%	3.3%	4.0%	9.1%	4.6%	8.9%
50–64	3.9%	2.3%	3.9%	0.9%	0.8%	0.9%	2.8%	1.1%	2.8%
65+	1.2%	0.5%	1.2%	0.1%	0.2%	0.1%	0.8%	0.3%	0.8%
Unknown	13.9%	17.9%	14.0%	9.3%	13.4%	9.6%	12.3%	14.5%	12.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40+	16.9%	11.6%	16.9%	5.0%	4.3%	5.0%	12.7%	6.0%	12.5%
1993									
< 18	2.3%	1.5%	2.8%	1.7%	2.1%	1.8%	2.4%	1.7%	2.4%
18-19	7.3%	1.8%	9.1%	34.6%	29.6%	34.2%	18.2%	21.6%	18.3%
20-21	9.6%	3.5%	10.1%	21.1%	17.3%	20.9%	14.7%	14.6%	14.7%
22-24	15.4%	10.8%	14.3%	13.7%	13.9%	13.7%	14.1%	13.9%	14.1%
25-29	18.1%	20.5%	16.5%	10.3%	11.6%	10.4%	14.3%	13.9%	14.2%
30-34	14.3%	16.7%	13.9%	6.9%	7.3%	6.9%	11.4%	10.0%	11.3%
35-39	11.8%	13.4%	0.1%	4.8%	4.7%	4.8%	9.1%	7.1%	9.0%
40-49	14.3%	17.2%	13.4%	4.8%	4.1%	4.7%	10.4%	6.7%	10.2%
50-64	4.6%	4.5%	4.7%	1.1%	1.4%	1.1%	3.4%	1.9%	3.4%
65+	1.2%	0.5%	1.5%	0.2%	0.2%	0.2%	1.0%	0.5%	1.0%
Unknown	1.1%	9.6%	1.3%	0.8%	7.6%	1.3%	1.0%	8.1%	1.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40+	20.1%	22.2%	19.6%	6.1%	5.7%	6.0%	14.8%	9.1%	14.6%

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Age	Part-time			Full-time			Total		
	Public	Independent	Total	Public	Independent	Total	Public	Independent	Total
					1995[1]				
< 18	3.7%	2.7%	3.7%	2.3%	2.0%	2.3%	3.2%	2.2%	3.2%
18-19	9.4%	6.1%	9.4%	35.8%	37.4%	35.9%	18.9%	29.7%	19.1%
20-21	11.2%	10.4%	11.2%	21.6%	19.5%	21.5%	15.0%	17.3%	15.0%
22-24	13.6%	13.9%	13.6%	12.8%	13.4%	12.8%	13.4%	13.7%	13.4%
25-29	16.4%	18.9%	16.4%	10.3%	11.3%	10.4%	14.3%	13.4%	14.3%
30-34	13.0%	14.6%	13.0%	6.3%	6.6%	6.3%	10.7%	8.7%	10.7%
35-39	11.1%	12.6%	11.1%	4.6%	4.6%	4.6%	8.8%	6.7%	8.8%
40-49	14.0%	13.9%	14.0%	4.7%	4.0%	4.7%	10.8%	6.6%	10.7%
50-64	5.0%	3.6%	5.0%	1.1%	0.8%	1.1%	3.6%	1.6%	3.6%
65+	1.6%	0.4%	1.6%	0.2%	0.0%	0.2%	1.1%	0.2%	1.1%
Unknown	0.9%	3.1%	0.9%	0.4%	0.5%	0.4%	0.7%	1.2%	0.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40+	20.7%	17.9%	20.7%	6.0%	4.9%	5.9%	15.6%	8.3%	15.5%

1. Estimated based on preliminary released data files.

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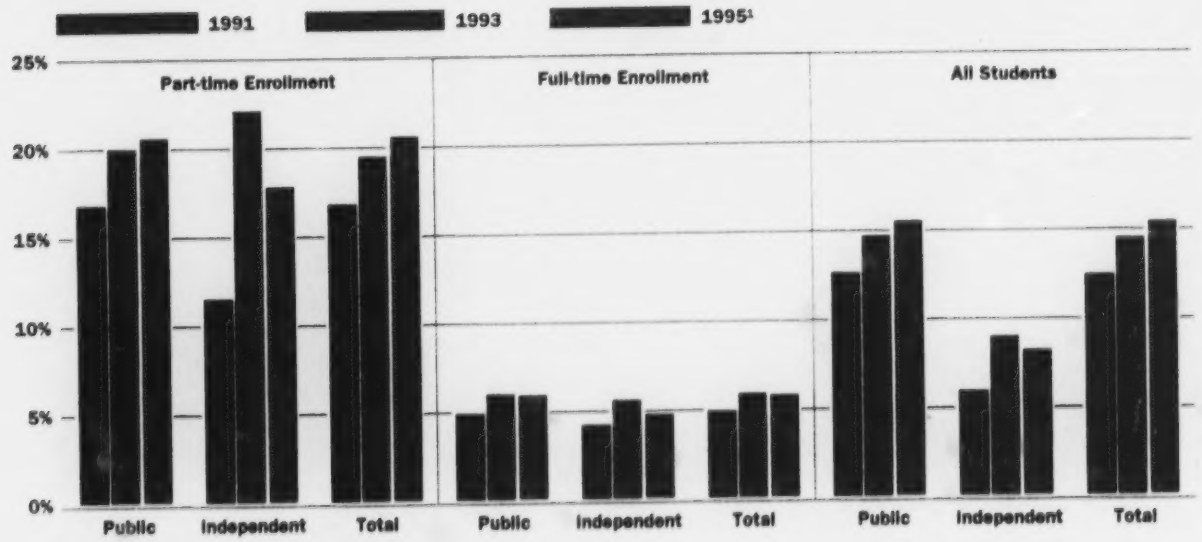
C2.4 ■ Percentage of Community College Enrollment Aged 40 or Older by Control of Institution: 1991, 1993, 1995

■ Source: National Center for Education Statistics, IPEDS data files



1. Estimated based on preliminary released data files.

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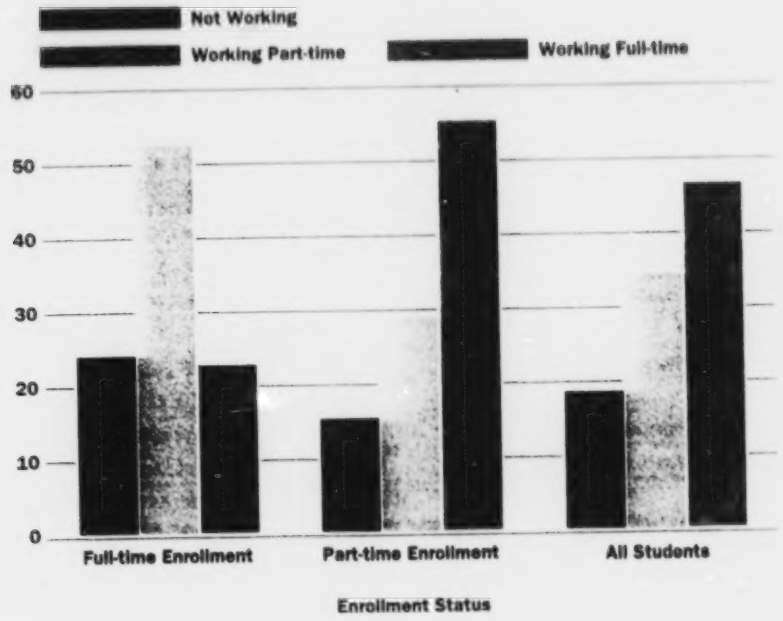
C2.5 ■ Employment Status of Community College Students by Enrollment Status: 1992–93

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students



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T2.4 ■ Undergraduate Enrollment by Racial/Ethnic Background and Level of Institution: 1990–1995

■ Source: National Center for Education Statistics, IPEDS data files

Racial/Ethnic Background	Community Colleges			Four-year Colleges			All Undergraduates		
	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment
1990									
Black	510,745	9.8%	41.8%	617,223	9.1%	45.4%	1,127,968	9.4%	43.7%
Native American	57,094	1.1%	4.7%	39,339	0.6%	2.9%	96,433	0.8%	3.7%
Asian/Pacific Islander	219,780	4.2%	18.0%	286,050	4.2%	21.0%	505,830	4.2%	19.6%
Hispanic origin	433,513	8.3%	35.5%	418,164	6.2%	30.7%	851,677	7.1%	33.0%
Minority subtotal	1,221,132	23.3%	100.0%	1,360,776	20.1%	100.0%	2,581,908	21.5%	100.0%
White	3,949,359	75.4%	N/A	5,258,709	77.7%	N/A	9,208,068	76.7%	N/A
Race/ethnicity unknown[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nonresident alien	67,610	1.3%	N/A	150,540	2.2%	N/A	218,150	1.8%	N/A
Total	5,238,101	100.0%	N/A	6,770,025	100.0%	N/A	12,008,126	100.0%	N/A
1991									
Black	564,366	10.0%	41.0%	645,720	9.5%	45.2%	1,210,086	9.7%	43.1%
Native American	66,707	1.2%	4.8%	41,551	0.6%	2.9%	108,258	0.9%	3.9%
Asian/Pacific Islander	258,566	4.6%	18.8%	302,469	4.4%	21.2%	561,035	4.5%	20.0%
Hispanic origin	487,417	8.7%	35.4%	437,592	6.4%	30.7%	925,009	7.4%	33.0%
Minority subtotal	1,377,056	24.5%	100.0%	1,427,332	21.0%	100.0%	2,804,388	23.4%	100.0%
White	4,170,569	74.2%	N/A	5,212,826	76.7%	N/A	9,383,395	75.6%	N/A
Race/ethnicity unknown[1]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nonresident alien	73,350	1.3%	N/A	158,399	2.3%	N/A	231,749	1.9%	N/A
Total	5,620,975	100.0%	N/A	6,798,557	100.0%	N/A	12,419,532	100.0%	N/A
1992									
Black	578,149	10.2%	39.4%	656,525	9.5%	44.8%	1,234,674	9.8%	42.1%
Native American	65,152	1.1%	4.4%	43,797	0.6%	3.0%	108,949	0.9%	3.7%
Asian/Pacific Islander	285,350	5.0%	19.5%	316,033	4.6%	21.5%	601,383	4.8%	20.5%
Hispanic origin	537,472	9.5%	36.7%	450,620	6.5%	30.7%	988,092	7.9%	33.7%
Minority subtotal	1,466,123	25.8%	100.0%	1,466,975	21.3%	100.0%	2,933,097	23.3%	100.0%
White	3,989,028	70.2%	N/A	5,062,394	73.5%	N/A	9,051,422	72.0%	N/A
Race/ethnicity unknown	138,361	2.4%	N/A	191,625	2.8%	N/A	329,986	2.6%	N/A
Nonresident alien	87,877	1.5%	N/A	162,852	2.4%	N/A	250,729	2.0%	N/A
Total	5,681,389	100.0%	N/A	6,883,846	100.0%	N/A	12,565,235	100.0%	N/A

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Racial/Ethnic Background	Community Colleges			Four-year Colleges			All Undergraduates		
	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment
1993									
Black	580,354	10.5%	39.1%	667,574	9.8%	44.1%	1,247,927	10.1%	41.6%
Native American	62,766	1.1%	4.2%	47,804	0.7%	3.2%	110,570	0.9%	3.7%
Asian/Pacific Islander	290,730	5.2%	19.6%	330,464	4.8%	21.8%	621,194	5.0%	20.7%
Hispanic origin	550,415	9.9%	37.1%	467,854	6.9%	30.9%	1,018,269	8.2%	34.0%
Minority subtotal	1,484,265	26.7%	100.0%	1,513,695	22.2%	100.0%	2,997,960	24.2%	100.0%
White	3,830,454	69.0%	N/A	4,933,912	72.3%	N/A	8,764,366	70.8%	N/A
Race/ethnicity unknown	148,569	2.7%	N/A	204,608	3.0%	N/A	353,177	2.9%	N/A
Nonresident alien	88,636	1.6%	N/A	170,036	2.5%	N/A	258,672	2.1%	N/A
Total	5,551,924	100.0%	N/A	6,822,250	100.0%	N/A	12,374,174	100.0%	N/A
1994									
Black	601,440	10.9%	38.8%	682,773	10.0%	43.7%	1,284,213	10.4%	41.3%
Native American	66,106	1.2%	4.3%	49,690	0.7%	3.2%	115,796	0.9%	3.7%
Asian/Pacific Islander	304,637	5.5%	19.7%	346,105	5.1%	22.1%	650,742	5.3%	20.9%
Hispanic origin	576,937	10.5%	37.2%	484,742	7.1%	31.0%	1,061,679	8.6%	34.1%
Minority subtotal	1,549,120	28.1%	100.0%	1,563,310	23.0%	100.0%	3,112,430	25.3%	100.0%
White	3,716,066	67.5%	N/A	4,854,574	71.4%	N/A	8,570,640	69.7%	N/A
Race/ethnicity unknown	146,306	2.7%	N/A	204,546	3.0%	N/A	350,852	2.9%	N/A
Nonresident alien	91,671	1.7%	N/A	176,864	2.6%	N/A	268,535	2.2%	N/A
Total	5,505,672	100.0%	N/A	6,799,347	100.0%	N/A	12,305,019	100.0%	N/A
1995[2]									
Black	570,410	10.9%	38.6%	688,997	10.1%	42.6%	1,259,407	10.5%	40.7%
Native American	65,927	1.3%	4.5%	52,649	0.8%	3.3%	118,576	1.0%	3.8%
Asian/Pacific Islander	286,552	5.5%	19.4%	359,823	5.3%	22.3%	646,375	5.4%	20.9%
Hispanic origin	553,909	10.6%	37.5%	514,776	7.6%	31.9%	1,068,685	8.9%	34.6%
Minority subtotal	1,476,798	28.2%	100.0%	1,616,245	23.8%	100.0%	3,093,043	25.7%	100.0%
White	3,528,706	67.3%	N/A	4,792,384	70.6%	N/A	8,321,090	69.2%	N/A
Race/ethnicity unknown	157,054	3.0%	N/A	207,325	3.1%	N/A	364,379	3.0%	N/A
Nonresident alien	80,846	1.5%	N/A	177,194	2.6%	N/A	258,040	2.1%	N/A
Total	5,243,406	100.1%	N/A	6,792,347	100.0%	N/A	12,031,975	100.0%	N/A

1. The "race/ethnicity unknown" category was unavailable in the 1990 & 1991 data sets.
2. Estimated based on preliminary release data files.

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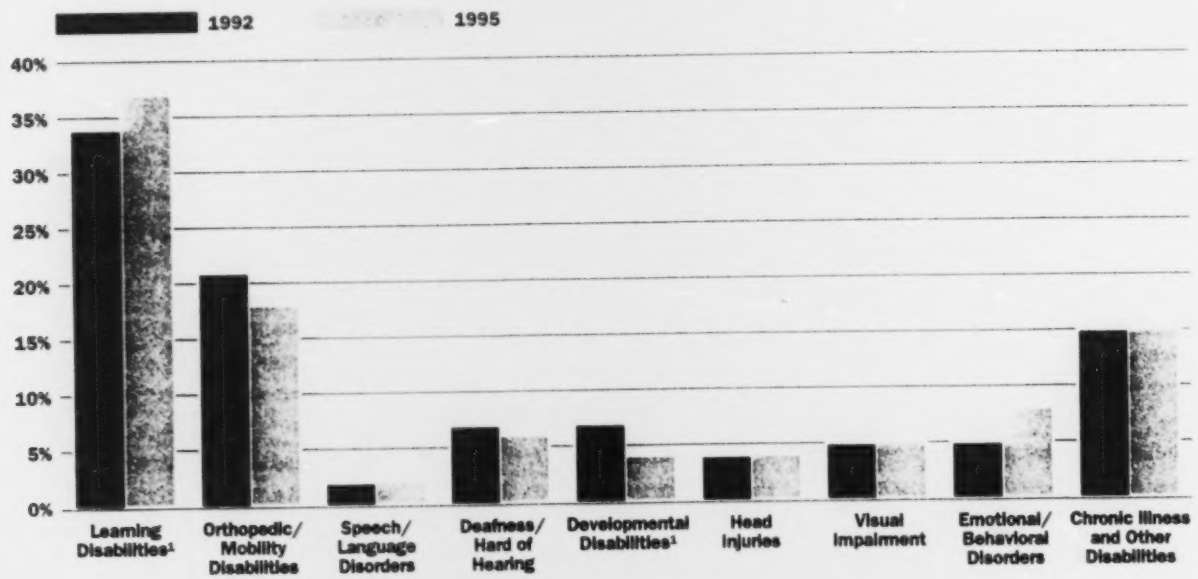
C2.6 ■ Percent Distribution of Reported Disabilities at Community Colleges: 1992 and 1995

■ Source: AACC Disability Support Services Survey, 1992, 1995



1. The change in learning disabilities and developmental disorders may be explained by a change in definition between the two surveys.

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T2.5 ■ First-time Freshmen Fall Headcount Enrollment by Type and Control of Institution: 1980–1995

■ Source: National Center for Education Statistics, IPEDS data files and Digest of Education Statistics, 1996

	Community Colleges			Four-year Colleges			
Year	Public	Independent	Total	Public	Independent	Total	Percentage in Community Colleges
1980	1,314	91	1,405	765	418	1,183	54.3%
1981	1,318	104	1,422	754	419	1,173	54.8%
1982	1,254	116	1,370	731	404	1,135	54.7%
1983	1,190	122	1,312	728	404	1,132	53.7%
1984	1,130	110	1,240	714	403	1,117	52.6%
1985	1,060	116	1,176	717	399	1,116	51.3%
1986	991	117	1,108	720	392	1,112	49.9%
1987	980	104	1,084	758	405	1,163	48.2%
1988	1,049	121	1,170	783	426	1,209	49.2%
1989	1,049	116	1,165	762	414	1,176	49.8%
1990	1,041	88	1,129	727	400	1,127	50.0%
1991	1,070	97	1,167	718	393	1,111	51.2%
1992	989	87	1,076	703	407	1,110	49.2%
1993	989	87	1,076	703	407	1,110	49.2%
1994	973	74	1,047	702	411	1,113	48.5%
1995[1]	966	39	1,005	744	415	1,159	46.4%

1. Estimated from IPEDS preliminary data files.

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T2.6 ■ Highest Level of Parental Educational Attainment for Students in Postsecondary Education by Parent, Level, and Control of Institution: 1992–1993

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students

	No High School	High School or GED	Some College, No Degree	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral/ Professional Degree
Father's Highest Level of Educational Attainment							
Institutional type (level and control)							
Public, less than 2-year	34.77	39.29	8.42	3.89	9.33	1.99	2.31
Public, 2-year	19.66	39.85	10.94	5.17	15.29	5.91	3.17
Public, 4-year, non-PhD-granting	12.96	37.70	12.15	5.15	17.86	9.52	4.67
Public, 4-year, PhD-granting	8.05	31.10	11.55	4.58	24.20	12.45	8.06
Private, nfp[2], less than 4-year	18.71	41.98	11.35	4.22	13.90	7.15	2.69
Private, nfp[2], 4-year, non-PhD-granting	13.87	35.73	10.38	4.21	18.19	10.82	6.81
Private, nfp[2], 4 year, PhD-granting	7.88	23.03	8.49	3.75	25.75	17.50	13.62
Private, for-profit, less than 2-year	29.72	41.37	9.84	3.82	9.38	3.74	2.14
Private, for-profit, 2 years or more	20.79	40.67	9.35	3.86	13.55	7.10	4.68
Total	16.01	39.29	10.91	4.78	17.79	8.62	5.18
Mother's Highest Level of Educational Attainment							
Institutional type (level and control)							
Public, less than 2-year	29.98	44.62	12.08	2.34	7.57	2.67	0.76
Public, 2-year	18.11	46.69	12.28	6.24	11.83	3.53	1.32
Public, 4-year, non-PhD-granting	11.60	45.59	13.03	5.96	15.74	6.25	1.84
Public, 4-year, PhD-granting	6.81	40.31	13.34	5.91	21.30	9.67	2.67
Private, nfp[2], less than 4-year	20.47	44.23	11.02	6.20	13.13	3.85	1.09
Private, nfp[2], 4-year, non-PhD-granting	10.27	43.36	12.15	5.53	18.03	7.89	2.76
Private, nfp[2], 4 year, PhD-granting	5.77	33.76	11.50	5.70	25.53	12.62	5.13
Private, for-profit, less than 2-year	27.79	46.31	10.99	3.82	7.47	2.64	0.98
Private, for-profit, 2 years or more	16.26	54.29	10.32	5.48	8.65	4.03	0.95
Total	14.30	44.62	12.38	5.89	15.13	5.90	1.96

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	No High School	High School or GED	Some College, No degree	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral/ Professional Degree	% First Generation Students[1]
	Either Parent's Highest Level of Educational Attainment							
Institutional type (level and control)								
Public, less than 2-year	23.82	42.10	12.11	3.89	12.37	3.50	2.75	65.92
Public, 2-year	13.03	37.97	14.62	5.17	17.03	6.95	3.73	51.00
Public, 4-year, non-PhD-granting	7.88	33.82	14.63	5.15	20.23	11.58	5.64	41.70
Public, 4-year, PhD-granting	4.35	26.75	13.80	4.58	25.41	15.29	9.15	31.10
Private, nfp[2], less than 4-year	13.41	39.64	13.74	4.22	15.39	8.54	3.28	53.05
Private, nfp[2], 4-year, non-PhD-granting	8.08	33.46	12.44	4.21	20.35	12.76	7.82	41.54
Private, nfp[2], 4 year, PhD-granting	4.02	21.58	9.75	3.75	25.13	19.78	15.26	25.60
Private, for-profit, less than 2-year	22.23	42.42	13.09	3.82	10.49	4.46	2.45	64.65
Private, for-profit, 2 years or more	13.40	42.15	12.13	3.86	14.59	7.53	4.69	55.55
Total	10.33	42.10	13.83	5.94	19.34	10.22	5.95	52.43

1. Neither of the student's parents were reported as attending a postsecondary institution.
2. The abbreviation nfp stands for not-for-profit institutions.

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T2.7 ■ Highest Educational Aspirations of Undergraduate Students by Level and Control of Institution: 1990 and 1993

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students

Institution Type and Control	Less Than Associate Degree	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate or Professional Degree
1990					
Public, less than 2-year	31.0%	28.3%	26.7%	10.4%	3.5%
Public, 2-year	5.5%	17.0%	39.4%	30.3%	7.7%
Public, 4-year	0.5%	1.8%	28.7%	50.3%	18.7%
Private, less than 2-year	37.6%	21.5%	23.5%	13.5%	3.8%
Private, 2-year	10.1%	24.8%	36.9%	22.5%	5.6%
Private, 4-year	0.6%	2.2%	23.2%	49.0%	25.0%
Total	4.7%	10.4%	32.7%	38.6%	13.7%
1993					
Public, less than 2-year	25.3%	21.7%	36.9%	12.2%	0.0%
Public, 2-year	5.0%	13.2%	40.6%	30.7%	0.0%
Public, 4-year	0.5%	0.8%	22.2%	51.9%	0.0%
Private, less than 2-year	40.0%	12.3%	30.6%	11.1%	0.0%
Private, 2-year	10.7%	16.3%	39.0%	25.0%	0.0%
Private, 4-year	0.5%	1.1%	20.0%	51.4%	0.0%
Total	4.5%	7.6%	31.1%	39.5%	17.3%

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T2.8 ■ Percentage of Community College Students by Employment Status, Enrollment Status, and Age of Student: 1992–93

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students

All Students			
	Employment Status		
Age	Not Working	Working Part-time	Working Full-time
19 or younger	16.22	61.76	22.02
20–22	17.02	47.89	35.09
23–29	15.6	25.49	58.91
30–39	21.22	21.13	57.65
40 or older	24.71	18.37	56.93
Total	18.67	34.66	46.67

Full-time Students			
	Employment Status		
Age	Not Working	Working Part-time	Working Full-time
19 or younger	15.1	66.36	18.54
20–22	21.15	57.16	21.69
23–29	28.89	36.63	34.48
30–39	42.15	34.13	23.72
40 or older	49.72	28.01	22.27
Total	24.21	52.86	22.94

Part-time Students			
	Employment Status		
Age	Not Working	Working Part-time	Working Full-time
19 or younger	14.85	58.19	26.96
20–22	11.99	44.52	43.49
23–29	13.05	23.73	63.22
30–39	16.34	20.14	63.53
40 or older	20.96	17.83	61.21
Total	15.44	29.18	55.38

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CHAPTER III

The Community College Impact

THE COMMUNITY COLLEGE IMPACT

In communities with uncertain economic futures, there are more reasons today than ever for people of all ages to attend college. As employers lose the struggle to keep their businesses afloat, laid-off workers find themselves needing to learn new skills. Often these workers need technical training in order to vie for precious few, but increasingly high-tech, jobs.

Enter the community college. Two-year postsecondary colleges are no longer solely a springboard to a university education. While community colleges retain their original mission to prepare first- and second-year college students for transfer to four-year institutions, they increasingly are preparing non-degree-seeking students for jobs that require updated workplace skills.

More and more adults—those aged 25 or older—are returning to college for associate degrees, to brush up on workplace skills, or to get the technical education that was unnecessary when they got their low-tech jobs right out of high school years ago. The average age of the public community college student is 29; more than one-tenth of students at the community colleges are aged 50 or older. In a workplace that is becoming more automated and technical, someone who graduated from high school just 10 years ago is unlikely to have adequate computer skills to remain successful in a competitive job market. Those workers are returning to college in droves.

And the community colleges are working with employers to design courses that will teach the precise skills that their workers need. The colleges are partnering with local business and industry at a record pace, designing credit and non-credit courses alike for workers who need instruction ranging from a quick refresher to a longer-term, theory-based education.

The missions and goals of public community colleges reflect the needs of the communities they serve. Communities that are welcoming large numbers of immigrants send these new citizens to two-year colleges for English as a Second Language instruction. Areas with steep high school dropout rates rely on the local community college to provide workplace literacy programs and remedial edu-

cation—right down to basic reading and writing skills—that help bring under-educated workers up to speed.

In the 1992–93 academic year, close to 400,000 students dropped out of high school.

Fully one-fifth of white, non-Hispanic adults have less than a high school diploma, and the numbers are higher for minorities: Half of Hispanic adults and 36 percent of blacks have not graduated from high school. Many community colleges help these onetime students prepare for their high school equivalency exams.

To measure the success of any community college solely by counting the number of associate degrees awarded, then, would be to overlook the broader mission that social and economic conditions in today's America have assigned to the colleges. Many community college students enroll in courses without aspiring to the associate degree; they need a class or two that will help them find work or perform better in the jobs they have. Others attend college because they simply cannot find work and want to put their time to good use while they're looking. Some come to college at the behest of their employers, who pay for them to attend a prescribed number of useful courses—which may or may not result in a degree. Community college administrators, then, measure their success in many ways, accounting for student goal attainment and satisfaction, the job placement rate, and employer satisfaction, as well as transfer success and the awarding of associate degrees.

Still, more than one-third of community college students obtain degrees or certificates. Of students who began studying at two-year colleges in the 1989–90 academic year, 37 percent had earned an associate degree or certificate within five years. Fifteen percent more were still enrolled at a postsecondary institution. In fact, nearly half of all students who start their college careers at community colleges attend another college within five years (with or without an associate degree), evidence that the colleges serve a highly mobile group of students, many of whom transfer to four-year institutions.

For independent community colleges, that mission is paramount. Many inde-

- **Community college graduates—those who leave college with associate degrees—earn 24 percent more in the workplace than co-workers with just a high school diploma.**
- **In 1992, 96 percent of community colleges provided workforce training programs—including workplace literacy and English as a Second Language—for local employers.**
- **Community colleges awarded 466,000 associate degrees and 176,000 certificates in the 1993-94 academic year. The most common degree was in liberal arts, while the most frequent certificates earned were in the allied health fields.**
- **Of students who began their college careers in the 1989-90 academic year, more than one-third earned a degree or certificate within five years; another 15 percent were still enrolled at a postsecondary institution.**
- **The offerings of two-year colleges stretch far beyond traditional college coursework: Community colleges offer remedial reading and writing, international education, distance education and videoconferencing, and workforce development.**
- **Some community colleges—most notably independent ones—are transforming themselves into four-year institutions that offer baccalaureate degrees.**

pendent colleges offer no certificate programs; rather, all of their students are prepared for transfer to a four-year institution. Increasingly, these independent colleges are transforming themselves into four-year institutions that offer baccalaureate degrees.

Community colleges awarded 466,000 associate degrees and 176,000 certificates in the 1993-94 academic year. The most common degree was in liberal arts, while the most frequent certificates earned were in the allied health fields.

Finally, community colleges have long recognized the need for lifelong learning among their local citizens of all ages. America's National Education Goals, set forth by law in 1994, include an emphasis on lifelong learning. Noncredit courses ranging from furniture repair to the Battle of Gettysburg to health care for the elderly respond to a need or demand from the community for education that falls outside of the college's standard credit curricula.

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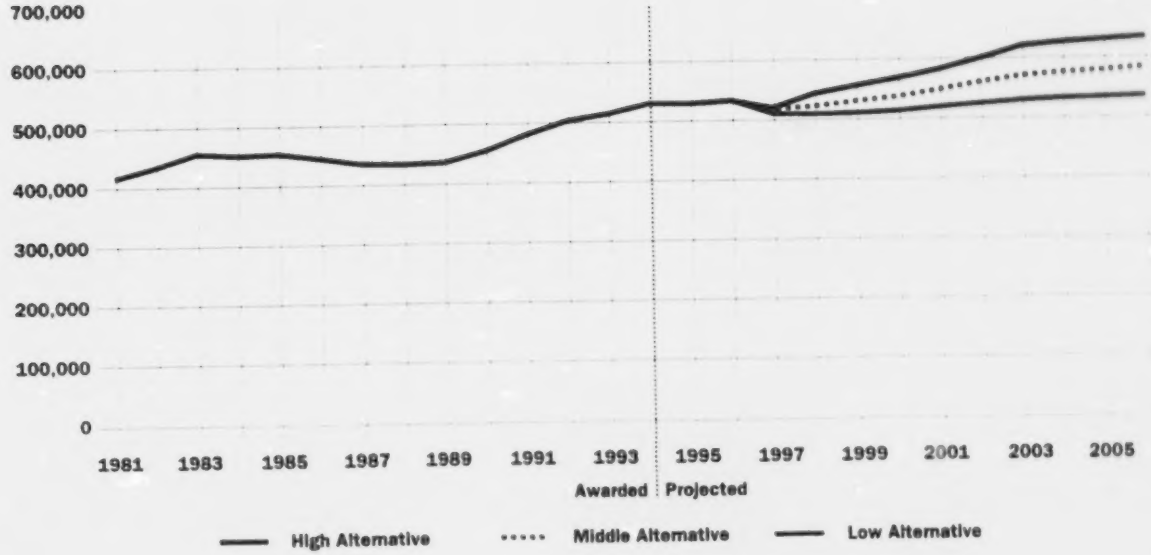
C3.1 ■ Associate Degrees Conferred by Institutions of Higher Education and Projection of Degrees to Be Conferred: 1981–2006

■ Source: National Center for Education Statistics, Projections of Education Statistics to 2006, 1996



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T3.1 ■ Highest Level of Educational Attainment of U.S. Population Aged 24 and Older by Racial/Ethnic Background and Sex: 1990

■ Source: US Bureau of the Census, 1990

	White Non-Hispanic			
Level of School Attainment	Male	Female	Total	Percent Attained
No high school	4,783,795	5,349,514	10,133,309	8.0%
Some H.S., no degree	7,394,021	8,834,508	16,228,529	12.9%
High school degree[1]	17,087,354	22,434,508	39,521,862	31.4%
Some college, no degree	11,697,534	12,587,768	24,285,302	19.3%
Vocational program	1,893,963	2,392,632	4,286,595	3.4%
Occupational program	1,641,954	2,056,521	3,698,475	2.9%
Associate degree total	3,535,917	4,449,153	7,985,070	6.3%
Bachelor's degree	9,449,880	8,452,135	17,902,015	14.2%
Master's degree	3,404,604	3,039,111	644,715	0.5%
Professional school degree	1,665,789	711,806	2,377,595	1.9%
Doctor's degree	771,748	249,503	1,021,251	0.8%
Population total	59,790,642	66,108,006	125,898,648	100.0%

	Asian or Pacific Islander			
No high school	199,455	358,439	557,894	12.9%
Some H.S., no degree	176,196	235,312	411,508	9.5%
High school degree[1]	334,508	464,698	799,206	18.5%
Some college, no degree	317,895	316,915	634,810	14.7%
Vocational program	81,004	88,196	169,200	3.9%
Occupational program	72,394	92,715	165,109	3.8%
Associate degree total	153,398	180,911	334,309	7.7%
Bachelor's degree	462,352	515,986	978,338	22.7%
Master's degree	225,276	139,879	365,155	8.5%
Professional school degree	91,066	52,911	143,977	3.3%
Doctor's degree	73,545	17,624	91,169	2.1%
Population total	2,033,691	2,282,675	4,316,366	100.0%

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Level of School Attainment	African American				American Indian, Eskimo, or Aleut			
	Male	Female	Total	Percent Attained	Male	Female	Total	Percent Attained
No high school	**1,085,420**	**1,064,567**	**2,149,987**	**12.9%**	**73,246**	**77,968**	**151,214**	**14.0%**
Some H.S., no degree	**1,749,515**	**2,131,892**	**3,881,407**	**23.4%**	**103,760**	**117,140**	**220,900**	**20.5%**
High school degree[1]	**2,121,573**	**2,559,021**	**4,680,594**	**28.2%**	**150,050**	**163,733**	**313,783**	**29.1%**
Some college, no degree	**1,363,055**	**1,738,237**	**3,101,292**	**18.7%**	**105,659**	**118,641**	**224,300**	**20.8%**
Vocational program	190,879	284,688	475,567	2.9%	19,355	21,071	40,426	3.7%
Occupational program	170,698	239,853	410,551	2.5%	12,869	15,626	28,495	2.6%
Associate degree total	361,577	524,541	886,118	5.3%	32,224	36,697	68,921	6.4%
Bachelor's degree	**544,083**	**717,007**	**1,261,090**	**7.6%**	**32,851**	**32,661**	**65,512**	**6.1%**
Master's degree	**189,070**	**296,503**	**485,573**	**2.9%**	**12,561**	**11,565**	**24,126**	**2.2%**
Professional school degree	**57,028**	**50,116**	**107,144**	**0.6%**	**3,971**	**3,104**	**7,075**	**0.7%**
Doctor's degree	**32,106**	**19,465**	**51,571**	**0.3%**	**2,596**	**1,194**	**3,790**	**0.4%**
Population total	7,503,427	9,101,349	16,604,776	100.0%	516,918	562,703	1,079,621	100.0%

	Hispanic Origin				U.S. Population			
No high school	**1,695,222**	**1,750,690**	**3,445,912**	**33.7%**	**7,793,921**	**8,708,290**	**16,502,211**	**10.4%**
Some H.S., no degree	**102,884**	**1,085,425**	**1,188,309**	**11.6%**	**10,481,130**	**12,360,377**	**22,841,507**	**14.4%**
High school degree[1]	**1,144,346**	**1,275,286**	**2,419,632**	**23.7%**	**20,792,157**	**26,850,606**	**47,642,763**	**30.0%**
Some college, no degree	**808,424**	**794,048**	**1,602,472**	**15.7%**	**14,259,662**	**15,520,115**	**29,779,777**	**18.7%**
Vocational program	132,888	140,882	273,770	2.7%	2,312,330	2,920,672	5,233,002	3.3%
Occupational program	128,636	140,303	268,939	2.6%	2,020,418	2,538,505	4,558,923	2.9%
Associate degree total	261,524	281,185	542,709	5.3%	4,332,748	5,459,177	9,791,925	6.2%
Bachelor's degree	**341,586**	**316,611**	**658,197**	**6.4%**	**10,816,801**	**10,015,766**	**20,832,567**	**13.1%**
Master's degree	**111,192**	**98,201**	**209,393**	**2.0%**	**3,939,414**	**3,581,055**	**7,520,469**	**4.7%**
Professional school degree	**78,669**	**42,677**	**121,346**	**1.2%**	**1,893,792**	**857,999**	**2,751,791**	**1.7%**
Doctor's degree	**25,427**	**13,396**	**38,823**	**0.4%**	**904,640**	**300,786**	**1,205,426**	**0.8%**
Population total	4,569,274	5,657,519	10,226,793	100.0%	75,214,265	83,645,171	158,859,436	100.0%

1. Includes GED or high school equivalency.

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T3.2 ■ Highest Educational Attainment of Persons Aged 25 and Older: 1992–1996

■ Source: US Bureau of the Census

Highest Level of Educational Attainment	Year					Percent Change 1992–1996
	1992	1993	1994	1995	1996	
None	998	1,010	1,012	1,005	966	-3.2%
Elementary 1–4	2,451	2,370	2,144	2,069	2,061	-15.9%
Elementary 5–6	3,526	3,484	3,622	3,620	3,479	-1.3%
Elementary 7–8	8,463	8,263	7,737	7,253	7,116	-15.9%
High school grade 9	4,219	3,967	3,986	3,965	4,133	-2.0%
High school grade 10	6,135	5,724	5,860	5,667	5,808	-5.3%
High school grade 11	7,318	7,376	7,079	6,934	7,161	-2.1%
High school graduate/GED	57,864	57,589	58,516	56,450	56,559	-2.3%
Some college, no degree	26,044	27,095	28,554	29,355	29,540	13.4%
Associate degree	9,479	10,356	11,460	11,894	12,171	28.4%
Vocational program	5,128	5,962	6,327	6,384	6,495	26.7%
Occupational program	4,351	4,394	5,133	5,510	5,676	30.5%
Bachelor's degree	22,766	23,619	2,456	25,313	26,540	16.6%
Master's degree	8,176	8,310	8,398	8,817	9,101	11.3%
Professional school degree	2,126	2,236	2,267	2,428	2,416	13.6%
Doctor's degree[1]	1,272	1,425	1,623	1,668	1,611	26.7%
Total persons 25 or older[1]	160,868	162,826	164,512	166,438	168,323	4.6%
	Percentage of persons aged 25 or older					
None	0.62%	0.62%	0.62%	0.60%	0.57%	-7.5%
Elementary 1–4	1.5%	1.5%	1.3%	1.2%	1.2%	-19.6%
Elementary 5–6	2.2%	2.1%	2.2%	2.2%	2.1%	-5.7%
Elementary 7–8	5.3%	5.1%	4.7%	4.4%	4.2%	-19.6%
High school grade 9	2.6%	2.4%	2.4%	2.4%	2.5%	-6.4%
High school grade 10	3.8%	3.5%	3.6%	3.4%	3.5%	-9.5%
High school grade 11	4.5%	4.5%	4.3%	4.2%	4.3%	-6.5%
High school graduate/GED	36.0%	35.4%	35.6%	33.9%	33.6%	-6.6%
Some college, no degree	16.2%	16.6%	17.4%	17.6%	17.5%	8.4%
Associate degree	5.9%	6.4%	7.0%	7.1%	7.2%	22.7%
Vocational program	3.2%	3.7%	3.8%	3.8%	3.9%	21.0%
Occupational program	2.7%	2.7%	3.1%	3.3%	3.4%	24.7%
Bachelor's degree	14.2%	14.5%	1.5%	15.2%	15.8%	11.4%
Master's degree	5.1%	5.1%	5.1%	5.3%	5.4%	6.4%
Professional school degree	1.3%	1.4%	1.4%	1.5%	1.4%	8.6%
Doctor's degree	0.8%	0.9%	1.0%	1.0%	1.0%	21.0%
Total persons 25 or older	100.0%	100.0%	100.0%	100.0%	100.0%	

1. Details may not equal totals due to rounding.

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T3.3A ■ Mean Earnings by Educational Attainment and Selected Individual Characteristics: 1994

■ Source: US Bureau of the Census, 1996

Highest Level of Educational Attainment	Male	Female	White	African American	Hispanic Origin	Total
Not a high school graduate	$16,633	$9,189	$13,941	$12,705	$13,733	$13,697
High school graduate	$25,038	$14,955	$20,911	$16,446	$17,323	$20,248
Some college/associate degree	$27,636	$16,928	$22,648	$19,631	$21,041	$22,226
Bachelor's degree	$46,278	$26,483	$37,996	$30,938	$29,165	$37,224
Advanced degree	$67,032	$39,905	$56,475	$48,653	$51,898	$56,105

T3.3B ■ Mean Earnings by Educational Attainment in Current and Constant 1994 Dollars: 1975, 1980, 1985, 1990, and 1994

■ Source: US Bureau of the Census, 1996

Highest Level of Educational Attainment	1975	1980	1985	1990	1994	Percent Change 1975–1994
Current Dollars						
Not a high school graduate	$6,198	$8,845	$10,726	$12,582	$13,697	121%
High school graduate	$7,843	$11,314	$14,457	$17,820	$20,248	158%
Some college/associate degree	$8,388	$12,409	$16,349	$20,694	$22,226	165%
Bachelor's degree	$12,332	$18,075	$24,877	$31,112	$37,224	202%
Advanced degree	$16,725	$23,308	$32,909	$41,458	$56,105	235%
Constant 1994 Dollars						
Not a high school graduate	$17,073	$15,908	$14,773	$14,267	$13,697	-20%
High school graduate	$21,605	$20,349	$19,912	$20,206	$20,248	-6%
Some college/associate degree	$23,106	$22,318	$22,518	$23,465	$22,226	-4%
Bachelor's degree	$33,970	$32,509	$34,264	$35,278	$37,224	10%
Advanced degree	$46,071	$41,920	$45,326	$47,009	$56,105	22%

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T3.4 ■ Degrees Conferred by All Institutions of Higher Education by State and Level of Degree: 1993–94

■ Source: National Center for Education Statistics, 1996

State	Associate Degree	Bachelor's Degree	Master's Degree	Doctor's Degree
Alabama	**18,791**	**21,150**	**5,763**	**476**
Alaska	**1,002**	**1,396**	**422**	**24**
Arizona	**6,796**	**16,093**	**6,399**	**754**
Arkansas	**2,808**	**8,549**	**1,995**	**146**
California	**56,417**	**111,848**	**39,444**	**5,041**
Colorado	6,746	19,973	6,859	765
Connecticut	5,081	14,152	6,649	646
Delaware	1,191	4,187	955	121
District of Columbia	305	7,184	6,311	489
Florida	40,620	44,075	14,056	1,644
Georgia	**9,419**	**26,283**	**8,326**	**813**
Hawaii	**2,391**	**4,314**	**1,369**	**175**
Idaho	**4,068**	**4,203**	**1,017**	**88**
Illinois	**27,022**	**52,330**	**23,689**	**2,592**
Indiana	**9,589**	**30,769**	**6,962**	**1,103**
Iowa	8,314	17,846	3,488	689
Kansas	6,716	14,599	4,742	415
Kentucky	6,416	14,629	4,028	401
Louisiana	3,303	17,787	5,205	447
Maine	2,463	5,953	896	53
Maryland	**8,292**	**21,657**	**8,208**	**948**
Massachusetts	**13,084**	**42,351**	**20,745**	**2,228**
Michigan	**36,032**	**44,925**	**15,474**	**1,483**
Minnesota	**9,708**	**24,746**	**5,678**	**917**
Mississippi	**5,538**	**10,524**	**2,630**	**352**
Missouri	8,424	27,494	10,130	778
Montana	1,031	4,357	803	57
Nebraska	3,189	10,087	2,201	244
Nevada	1,295	3,276	922	52
New Hampshire	3,350	7,546	2,228	136

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State	Associate Degree	Bachelor's Degree	Master's Degree	Doctor's Degree
New Jersey	12,625	25,234	8,274	1,032
New Mexico	3,065	6,118	2,348	243
New York	53,784	94,389	42,903	4,025
North Carolina	13,621	32,730	7,276	988
North Dakota	1,718	4,558	675	74
Ohio	20,117	50,982	15,421	2,145
Oklahoma	6,689	15,734	4,954	387
Oregon	5,986	13,272	3,617	531
Pennsylvania	21,172	64,326	18,906	2,247
Rhode Island	3,941	9,145	2,019	255
South Carolina	6,218	15,318	4,452	459
South Dakota	873	4,164	1,038	60
Tennessee	6,894	19,992	5,740	672
Texas	25,787	69,298	21,838	2,732
Utah	5,318	14,191	2,837	338
Vermont	1,268	4,671	1,174	62
Virginia	11,339	31,226	9,980	1,006
Washington	18,365	21,321	7,268	696
West Virginia	3,012	9,045	2,032	127
Wisconsin	9,394	27,484	6,267	956
Wyoming	1,862	1,794	457	73
Total, USA	542,449	1,169,275	387,070	43,185

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T3.5 ■ Community College Certificates and Degrees Conferred by Major Field of Study: 1993–94

■ Source: National Center for Education Statistics, IPEDS data files

	Certificates				Associate Degrees	
Field of Study	Total	>1 Year	1–2 Years	<2 Years		
Institution Total	**176,219**	**62,535**	**101,771**	**11,913**	**Institution Total**	**466,390**
Health professions & related sciences	61,021	23,187	33,771	4,063	Liberal/general studies & humanities	149,019
Business management & admin. services	**29,231**	**8,242**	**19,655**	**1,334**	**Business management & admin. services**	**81,850**
Mechanics and repairers	16,581	3,149	11,719	1,713	Health professions & related sciences	79,009
Engineering-related technologies	**9,835**	**2,152**	**6,218**	**1,465**	**Engineering-related technologies**	**28,021**
Precision production trades	9,387	2,204	6,447	736	Protective services	17,641
Protective services	**8,163**	**6,610**	**1,386**	**167**	**Visual and performing arts**	**10,939**
Personal and miscellaneous services	7,014	1,089	5,690	235	Mechanics and repairers	10,475
Vocational home economics	**6,903**	**3,012**	**3,464**	**427**	**Education**	**9,213**
Transportation & material moving workers	5,976	5,518	413	45	Multi/interdisciplinary studies	8,099
Construction trades	**5,090**	**1,302**	**3,425**	**363**	**Computer and information sciences**	**7,925**
Marketing opers./market. & distribution	3,329	1,784	1,465	80	Law and legal studies	7,624
Computer and information sciences	**2,780**	**924**	**1,767**	**89**	**Precision production trades**	**7,592**
Visual and performing arts	2,140	306	1,423	411	Vocational home economics	6,141
Agricultural business and production	**1,844**	**720**	**1,038**	**86**	**Marketing opers./market. & distribution**	**5,548**
Law and legal studies	1,778	321	1,349	108	Social sciences and history	3,768
Education	**948**	**445**	**460**	**43**	**Public administration and services**	**2,983**
Liberal/general studies & humanities	734	145	489	100	Agricultural business and production	2,888
Communications	**575**	**420**	**143**	**12**	**Personal and miscellaneous services**	**2,751**
Public administration and services	527	182	318	27	Engineering	2,668
Communications technologies	**364**	**69**	**260**	**35**	**Communications technologies**	**2,609**
Area, ethnic and cultural studies	313	0	7	306	Biological sciences/life sciences	1,812
Multi/interdisciplinary studies	**313**	**277**	**35**	**1**	**Communications**	**1,722**
Conservation & renew. natural resources	204	61	137	6	Psychology	1,692
Parks, recreation, leisure & fitness	**160**	**39**	**114**	**7**	**Transportation & material moving workers**	**1,591**
Undesignated field/imputed	155	39	112	4	Construction trades	1,582
Undesignated field/imputed	**155**	**39**	**112**	**4**	**Physical sciences**	**1,579**
Library science	139	86	52	1	Undesignated field/imputed	1,337
Home economics	**105**	**24**	**81**	**0**	**Undesignated field/imputed**	**1,337**
Engineering	97	14	63	20	English language & literature/letters	1,311

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	Certificates				Associate Degrees	
Field of Study	Total	>1 Year	1–2 Years	<2 Years		
Biological sciences/life sciences	88	2	86	0	Conservation & renew. natural resources	1,093
Agricultural sciences	84	52	30	2	Science technologies	821
English language & literature/letters	80	65	12	3	Mathematics	749
Social sciences and history	74	40	30	4	Parks, recreation, leisure & fitness	729
Science technologies	60	21	37	2	Agricultural sciences	640
Architecture and related programs	47	10	26	11	Home economics	537
Foreign languages and literatures	32	3	28	1	Foreign languages and literatures	386
Physical sciences	25	7	17	1	Military technologies	253
Psychology	16	10	4	2	Architecture and related programs	233
Theological studies/religious vocations	4	1	0	3	Library science	107
Mathematics	3	3	0	0	Area, ethnic and cultural studies	50
Military technologies	0	0	0	0	Philosophy	46
Philosophy	0	0	0	0	Theological studies/religious vocations	20

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T3.6 ■ AACC Hot Programs[1] Survey— Programs with Excellent Job Prospects: 1994

■ Source: AACC, 1994

Program Name	Number of Programs	Number of Students Served	Average Salary	Salary Range
Accounting	**9**	**953**	**$19,250**	**$14,000–$28,000**
Agri-business	**10**	**355**	**$19,167**	**$15,000–$25,000**
Allied health (unspecified)	**38**	**5,057**	**$17,406**	**$13,000–$35,000**
Architectural tech.	**2**	**1,618**	**$18,965**	**$16,930–$21,000**
Automotive	**42**	**4,484**	**$20,597**	**$14,400–$30,000**
Aviation/pilot programs	5	584	$21,667	$15,000–$27,000
Aviation maintenance	4	239	$25,108	$17,430–$32,000
Biomedical tech.	10	420	$23,861	$14,000–$29,000
Business (and related fields)	12	563	$15,150	$14,000–$18,000
Cardiovascular tech.	3	68	$19,587	$17,000–$22,000
Chemical tech.	**1**	**14**	**$17,000**	**$17,000–$17,000**
Computer-assisted design	**34**	**4,130**	**$20,794**	**$13,000–$30,000**
Computer applications	**9**	**660**	**$18,275**	**$12,200–$23,000**
Computer tech./computer information systems	**51**	**22,947**	**$20,862**	**$14,000–$31,000**
Culinary arts	**16**	**2,148**	**$19,368**	**$16,000–$25,000**
Dental hygiene	27	886	$29,560	$18,000–$60,000
Interpreter	6	576	$24,000	$14,000–$31,000
Drafting & design	11	617	$18,285	$15,000–$24,000
Early childhood development	15	2,753	$15,058	$10,100–$23,000
Electronics tech./electronic engineering tech.	44	2,951	$21,904	$14,000–$30,000
Emergency medical services/tech.	**13**	**1,677**	**$21,999**	**$16,000–$27,000**
Engineering (civil, mechanical)	**7**	**391**	**$22,739**	**$16,000–$27,000**
Environmental	**12**	**748**	**$20,936**	**$13,000–$26,000**
Fashion merchandising	**4**	**1,176**	**$18,913**	**$16,000–$23,650**
Fire science	**4**	**1,076**	**$22,750**	**$19,000–$25,000**
Graphic arts	10	1,518	$19,944	$14,000–$25,000
Hospitality management/tourism	10	1,492	$21,100	$16,000–$26,000
Hazardous wastes	3	314	$23,667	$20,000–$26,000
Industrial maintenance/repair	12	696	$21,340	$17,000–$26,000
Industrial tech.	1	11	$24,000	$24,000–$24,000

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Program Name	Number of Programs	Number of Students Served	Average Salary	Salary Range
Instrumentation	5	189	$22,600	$20,000–$26,000
Law enforcement/human service	23	4,244	$20,550	$13,500–$25,000
Licensed practical nurse	57	4,587	$19,287	$12,000–$25,000
Machinist/machine tool tech.	19	708	$20,810	$16,000–$26,000
Manufacturing process tech.	6	676	$24,940	$18,700–$30,000
Medical lab tech.	16	546	$19,750	$14,000–$27,000
Mental health	2	134	$20,250	$19,500–$21,000
Multimedia tech.	5	198	$18,500	$15,000–$21,000
Nuclear medicine tech.	4	71	$26,625	$24,000–$31,500
Occupational therapist assistant	23	1,222	$22,970	$15,000–$30,000
Paralegal	21	3,812	$21,322	$15,000–$28,000
Physical therapy assistant	48	2,033	$25,699	$18,000–$43,000
Quality tech.	5	187	$15,250	$21,000–$27,000
Radiology tech.	33	1,458	$22,901	$18,000–$31,200
Refrigeration/A-C/heating	15	692	$19,818	$14,616–$35,000
Registered nurse	167	21,306	$26,611	$16,000–$40,000
Respiratory therapy tech.	28	1,077	$24,956	$21,000–$32,100
Robotics/automated manufacturing	6	569	$25,033	$24,000–$30,000
Special services (drug/alcohol/job counseling)	5	1,003	$19,920	$19,000–$20,600
Supervisor/leadership training/admin. office	28	6,552	$16,866	$11,000–$26,000
Surveying	2	89	$25,000	$25,000–$25,000
Telecommunications/information specialists	4	271	$21,000	$18,000–$25,000
Tractor-trailer/truck driving	5	619	$23,000	$21,000–$26,000
Veterinary tech.	6	557	$16,258	$15,000–$20,000
Welding	13	481	$18,778	$15,000–$26,000
Total	971	114,403	$21,539	$10,100–$60,000

1. Based on colleges' impressions of what programs were "hot" at their colleges and reported starting salaries of their graduates.

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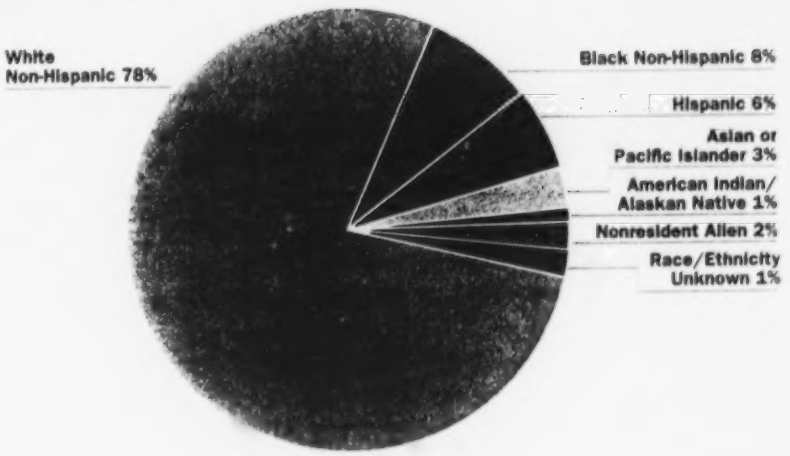
C3.2 ■ Associate Degrees Conferred by Racial/Ethnic Background: 1993–94

■ Source: National Center for Education Statistics, IPEDS data files



T3.7 ■ Remedial Education at Public Postsecondary Institutions: 1995

■ Source: National Center for Education Statistics; PEQIS Survey, 1996

Remedial Variable	Community College	Four-year College
Offer Remedial Education		
Reading, Writing, or Mathematics	100%	81%
Reading	99%	52%
Writing	99%	71%
Mathematics	99%	78%
Average Number of Courses Offered		
Reading	2.7	1.6
Writing	2.7	1.5
Mathematics	3.6	2.0
First-time Freshmen Enrollment		
Reading, Writing, or Mathematics	41%	22%
Reading	20%	8%
Writing	25%	12%
Mathematics	34%	18%

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T3.8 ■ Total Associate Degrees Conferred by Racial/Ethnic Background and Sex: 1993–94

■ Source: National Center for Education Statistics

	White non-Hispanic	Black non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Nonresident Alien	Race/Ethnicity Unknown	Total[1]
Associate Degrees								
Men	171,172	16,995	13,105	8,222	1,853	4,177	4,803	220,327
Women	248,780	28,557	18,695	10,058	3,026	5,963	6,075	321,154
Total	419,952	45,552	31,800	18,280	4,879	10,140	10,878	541,481
Certificates of Less than 2 Years								
Men	57,491	8,712	5,774	2,796	901	1,616	14,360	91,574
Women	76,365	14,090	6,394	3,105	1,164	1,341	15,569	118,216
Total	133,856	22,802	12,168	5,901	2,065	2,957	29,929	209,790

1. Total includes 1,449 associate degrees for students whose racial/ethnic background was not reported.

T3.9 ■ Most Frequent Type of Credit Offered by Public Postsecondary Institutions Offering Remedial Education: 1995

■ Source: National Center for Education Statistics; PEQIS Survey, 1996

	Level of College	
Most Frequent Credit Offering	Community College	Four-year College
Reading		
Degree credit, subject	1%	2%
Degree credit, elective	8%	15%
Institutional credit	82%	74%
No credit	9%	9%
Writing		
Degree credit, subject	2%	6%
Degree credit, elective	8%	11%
Institutional credit	81%	71%
No credit	9%	12%
Mathematics		
Degree credit, subject	2%	4%
Degree credit, elective	7%	9%
Institutional credit	81%	74%
No credit	11%	13%

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T3.10 ■ Community College Transfer Rate[1]— Transfer Assembly Results: 1984–1990

■ Source: Center for the Study of Community Colleges, 1996

Year Entered College	1984	1985	1986	1987	1988	1989	1990
Percentage earning 12 credits or more	50.5%	46.7%	46.7%	46.9%	45.5%	44.1%	47.1%
Percentage transferring within four years	23.7%	23.6%	23.4%	22.6%	22.1%	21.5%	21.8%

1. Transfer is defined as a student who earned 12 or more credits at the community college and earned at least one credit at a four-year institution within four years.

T3.11 ■ Percentage of 1989–90 Beginning Postsecondary Students Who Transferred or Attended More than One Institution as of Spring 1994 by Level of First Institution Attended

■ Source: National Center for Education Statistics, Descriptive Summary of 1989–90 Beginning Postsecondary Students

Level of First Institution	Transferred Before First Degree	Transferred Before or After First Degree	Attended More Than One Institution[1]
Four-year colleges	28.1	28.3	47.1
Community colleges	32.3	42.5	47.4
Less-than-2-year colleges	13.5	24.5	26.4
Total	28.8	34.8	45.4

1. Includes transfers as well as simultaneous enrollment at two institutions, enrollment in summer school, and temporary enrollment followed by a return to the first institution.

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T3.12 ■ Attainment, Persistence, and Enrollment Status by Various Characteristics of First-time 1989–90 Community College Students by 1994

■ Source: BPS, second follow-up (BPS: 90/94)

	Attainment at First Institution[1]			1994 Attainment at Any Institution									
				Attained						No Degree			
					Certificate		Associate						
	None	Certificate	Associate	Total	Not Enrolled at 4-year	Enrolled at 4-year	Not Enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Enrolled Less than 4-year	Enrolled 4-year	Not Enrolled
Total	77.8	5.0	17.2	36.7	12.3	0.6	13.5	4.0	6.3	14.7	9.6	5.1	48.6
Age as of December 31, 1989													
18 years or younger	71.6	2.6	25.9	47.4	8.0	1.4	19.7	6.4	11.9	14.9	7.5	7.4	37.7
19 years	79.5	5.8	14.7	31.9	12.7	0.0	13.2	3.9	2.2	20.8	12.7	8.1	47.3
20–29 years	83.1	6.5	10.4	27.3	16.4	0.0	6.5	1.8	2.5	13.0	11.2	1.6	59.8
30 years or older	86.0	8.9	5.1	25.7	18.2	0.0	6.3	0.6	0.6	9.2	9.2	0.0	65.1
Enrollment Status First Term													
Full-time	68.7	5.4	25.9	45.7	10.3	1.0	17.5	6.0	11.0	11.7	5.7	6.0	42.7
At least half, less than full-time	84.9	2.8	12.3	28.3	10.9	0.6	13.2	1.8	1.8	22.8	17.0	5.8	48.9
Less than half-time	87.7	6.6	5.8	27.1	16.9	0.0	6.7	0.6	2.2	13.0	9.3	3.7	59.9
First Transfer													
Did not transfer	78.7	7.7	13.5	23.1	8.9	[3]	14.1	[3]	[3]	10.1	10.1	[3]	66.8
Transferred to less than 4-year	93.8	2.2	4.0	47.2	32.8	0.0	13.8	0.6	0.6	16.3	16.3	0.0	36.6
Transferred to 4-year	61.2	0.7	38.1	59.5	0.6	2.8	12.3	25.6	25.6	25.9	2.8	23.2	14.5
Average number of months enrolled at first institution	14.2	15.5	28.3	20.4	11.9	[4]	25.6	22.5	22.5	24.8	27.3	20.2	11.4

1. For students who earned more than one award at the first institution, the first they earned.

2. Highest degree attained at any institution. Students who attained may also be enrolled.

3. Not applicable.

4. Too few sample observations for a reliable estimate.

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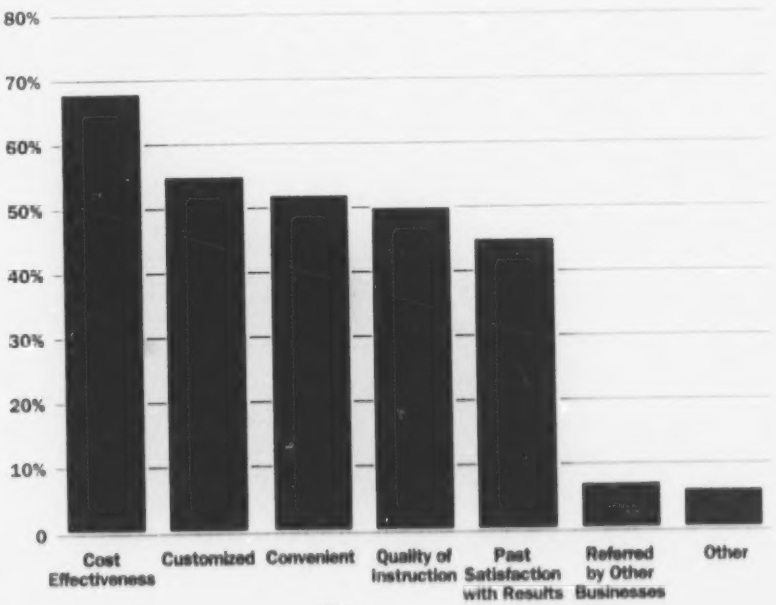
C3.3 ■ Employers Who Would Recommend Community Colleges for Workforce Training

■ Source: Developing the World's Best Workforce, 1997

C3.4 ■ Reasons for Businesses Choosing Community Colleges for Workforce Education Training

■ Source: National Center for Education Statistics, IPEDS data files



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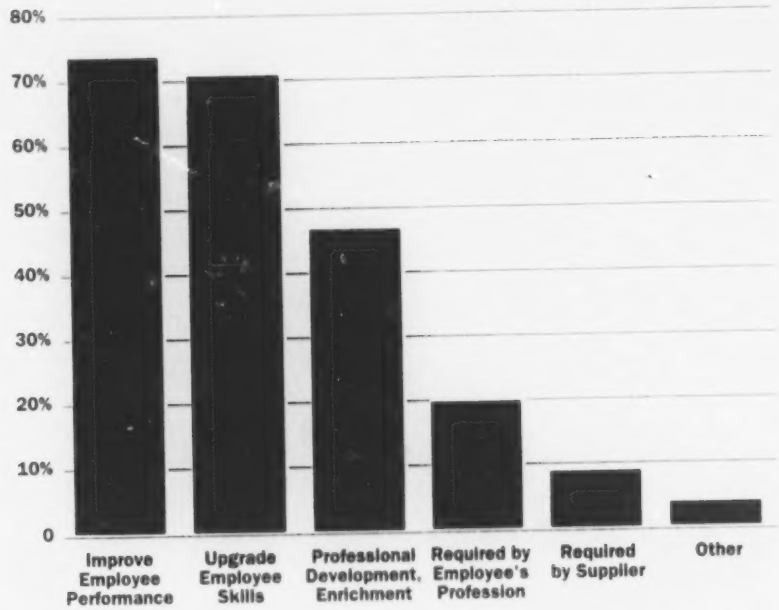

C3.5 ■ Workforce Training Goals Identified by Employers

■ Source: Developing the World's Best Workforce, 1997

T3.13 ■ Community Colleges[1] with the Largest International Student and Immigrant Enrollment: 1996

■ Source: Global Awareness in Community Colleges, 1996

College	State	Total International Enrollment
Miami-Dade Community College	Florida	19,595
Glendale Community College	Arizona	15,450
Northern Virginia Community College	Virginia	10,247
Montgomery College	Maryland	7,834
Los Angeles Valley College	California	7,615
Los Rios Community College District	California	6,503
South Seattle Community College	Washington	3,023
Houston Community College System	Texas	5,723
LaGuardia Community College	New York	5,580
Peralta Community College District	California	5,423

1. Includes only those colleges that responded to the survey with international/immigrant enrollment figures.

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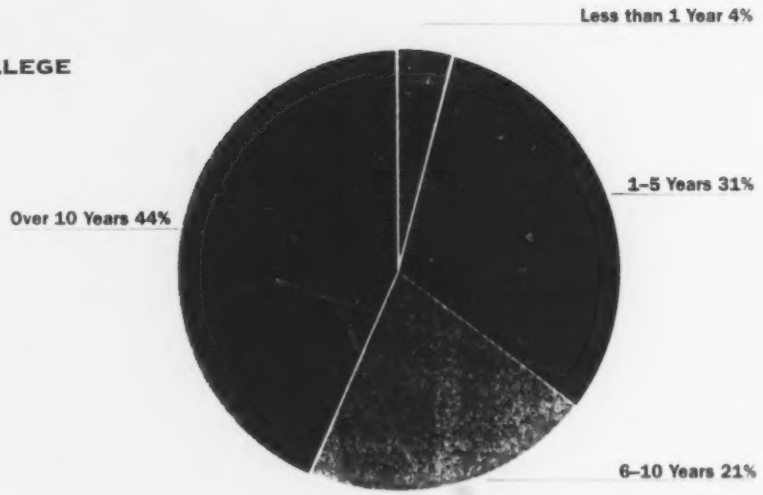
C3.6 ■ Age of Community College International Program(s)

■ Source: Global Awareness in Community Colleges, 1996



T3.14 ■ Most Frequently Mentioned Countries with Which Community Colleges Work: 1996

■ Source: Global Awareness in Community Colleges, 1996

#	Country	Number of Respondents
1	Japan	133
2	United Kingdom	131
3	Mexico	98
4	People's Republic of China	80
5	Germany	78
6	France	73
7	Russia	69
8	South Korea	56
9	Canada	47
10	Spain	38

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T3.15 ■ Percentage of Community Colleges Involved in International Education Programs: 1996

■ Source: Global Awareness in Community Colleges, 1996

Program	Percentage
Study abroad / exchange opportunities	48.7
Faculty exchange	25.8
Faculty study abroad	18.1
Student exchange	19.3
Student study abroad	35.5
International curricula	79.4
International distance learning	6.4
Internationalizing curricula	40.4
English as a second language	62.9
Foreign language curricula	63.9
International community activities	43.0
International study tours	24.0
Community international celebrations	31.3
Community foreign policy forums	94.0
Campus-based international activities	22.6
International business centers	9.8
International meeting sponsorship	6.5
International training–local business	17.0
International business activities	27.1
International consultation	11.6
Project management abroad	3.7
International contract training	12.4
International meeting attendance	18.1

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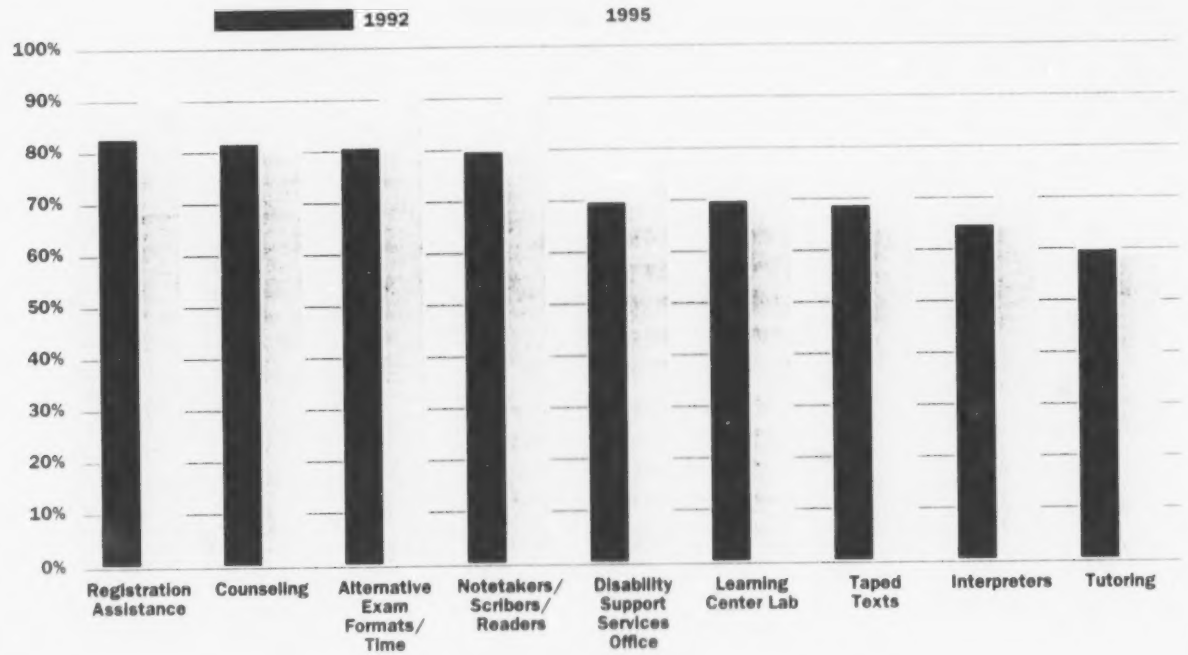
C3.7 ■ Disability Support Services/Accommodations Most Frequently Provided by Community Colleges: 1992 and 1995

■ Source: AACC Disabilities Support Surveys, 1992, 1995



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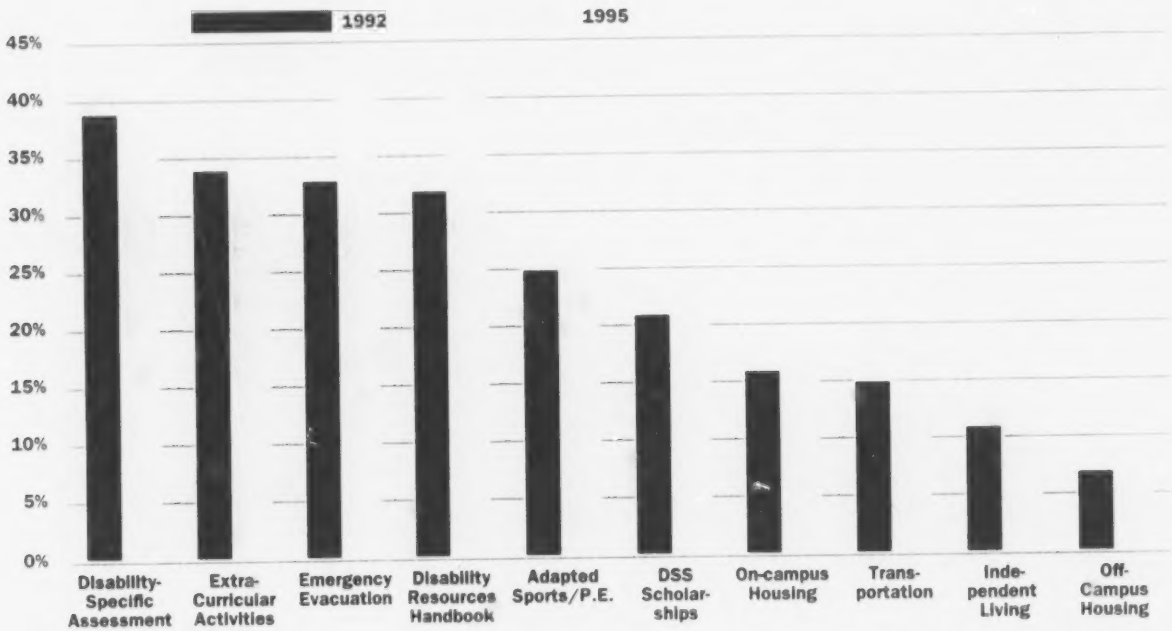
C3.8 ■ Disability Support Services/Accommodations Least Frequently Provided by Community Colleges: 1992 and 1995

■ Source: AACC Disabilities Support Surveys, 1992, 1995



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T3.16 ■ Community College Involvement in Service Learning: 1995

■ Source: AACC Survey
Report 96-1, 1996

Interest in Service Learning	
Have service learning	31%
Interested, but do not offer	46%
Not interested	23%
Service in College Mission	
Part of mission statement	71%
Not part of mission statement	29%
Faculty Teaching Service Learning[1]	
1–5 faculty	71%
6–10 faculty	14%
11–20 faculty	9%
21–30 faculty	2%
31 or more faculty	4%
Typical Student Hours per Month[1]	
1–4 hours	29%
5–10 hours	44%
11–15 hours	12%
More than 16 hours	15%

1. For those colleges offering service learning.

C3.9 ■ Age of Service Learning Program

■ Source: AACC Survey
Report 96-1, 1996

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T3.17 Community College Use of Videoconferencing Technologies: 1996

Source: AACC, Community College Satellite Network Survey, 1996

Currently Downlink Satellite Teleconferences	
Yes	87.4%
Plans to implement within two years	6.8%
No plans to implement	5.7%
Currently Use Two-Way Video in Classroom	
Yes	49.8%
Plans to implement within two years	38.9%
No plans to implement	11.3%
Interest in Expanding Teleconferencing	
Yes	85.3%
No	3.9%
Unsure	10.8%
Video Distribution Methods	
Satellite uplink	16.9%
Broadcast	14.8%
PBS	8.5%
College-based	6.7%
Microwave	13.7%
ITFS	11.8%
Cable TV	36.7%
Phone company	29.9%

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CHAPTER IV

Investing in a Community College Education

Student Costs and Financial Aid

Investing in a Community College Education

Student Costs and Financial Aid

Making a college education accessible to the broadest possible range of students has been an enduring goal for the nation's community colleges. Students from populations that once were otherwise excluded from higher education are the core of many public two-year colleges, which charge lower tuitions than four-year colleges. On average, it costs a public community college student roughly half what a student attending a four-year public college would pay in tuition. And while community colleges—like all of higher education—have suffered from government cutbacks over the past few years, they managed to keep their tuition increases, on average, about one percentage point lower than four-year colleges between 1985 and 1994.

Still, budget cuts to education at both federal and state levels have taken their toll on community colleges and their students. Some community colleges have had to raise tuitions in order to continue offering high-quality courses and programs; others have whittled staff, and still others have merged with neighboring two-year colleges or technical colleges and partnered with universities in order to make the greatest use of slim resources.

While community colleges generally are the best higher education bargain in America, there is considerable regional variation in terms of what the colleges charge their students to attend. A state's cost of living, its unemployment rate, and its government's contribution to its colleges' operating expenses all contribute to tuition levels. Community college tuitions are highest in the Northeast and Midwest, and lowest in the West, where the legislature historically has demonstrated its commitment to an accessible college education for its citizens. Independent community colleges, which receive no government funds, rely largely on tuitions, endowments, and fund-raising. Increasingly, public community colleges are looking to fund-raising and endowments to keep tuitions low as well. In academic year 1993–94, endowments in community colleges—both public and independent—topped $1 billion.

Some students respond to climbing tuitions by seeking financial aid, a fundamental underpinning of equal opportunity

- **The community college share of federal Pell grant dollars increased from 18.8 percent in the 1985–86 academic year to 30 percent in 1993–94.**
- **In the 1992–93 academic year, 41.4 percent of all college students received some form of student aid; 27.1 percent of community college students received aid that year.**
- **The average cost of a full year's community college tuition is roughly half that of a public four-year institution.**
- **Annual tuition increases at public community colleges between 1985 and 1994 averaged about one percentage point less than those at public four-year colleges.**
- **Community college tuition is highest in the Northeast and Midwest, and lowest in the West.**
- **Independent two-year colleges historically have relied on fundraising and endowments to supplement tuitions. Increasingly, public community colleges are raising money from those sources as well. In the 1993–94 academic year, endowments in community colleges topped $1 billion.**

in education. Financial aid comes from federal, state, and local sources and is vital to community college students, many of whom come from poor or minority backgrounds. More than 40 percent of all college students—including 27.1 percent of community college students—receive financial aid. Those attending four-year colleges not only are more likely to receive aid, but their awards are generally larger. That's because community college students often are older people who work either full- or part-time while attending college; having a salary may disqualify some of them from receiving financial aid.

Aid is available to community college students in the form of federal Pell grants, student loans, and college work-study programs. The largest source of aid, community college Pell grant awards averaged $1,313 in the 1992–93 academic year.

State assistance is also available and is provided directly to students, allowing postsecondary institutions to keep tuition below the actual cost of educating each student. In 1992–93, 6.7 percent of community college students received some form of state aid.

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T4.1A ■ Tuition and Fees by Level and Control: 1976–77 to 1995–96 in Current Dollars

■ Source: National Center for Education Statistics, Digest of Education Statistics

	Community College			Four-year Colleges		
Academic Year	Public	Independent	Total	Public	Independent	Total
1976–77	$283	$1,592	$346	$617	$2,534	$1,218
1977–78	$306	$1,706	$378	$655	$2,700	$1,291
1978–79	$327	$1,831	$411	$688	$2,958	$1,397
1979–80	$355	$2,062	$451	$738	$3,225	$1,513
1980–81	$391	$2,413	$526	$804	$3,617	$1,679
1981–82	$434	$2,605	$590	$909	$4,113	$1,907
1982–83	$473	$3,008	$675	$1,031	$4,639	$2,139
1983–84	$528	$3,099	$730	$1,148	$5,093	$2,344
1984–85	$584	$3,485	$821	$1,228	$5,556	$2,567
1985–86	$641	$3,672	$888	$1,318	$6,121	$2,784
1986–87	$660	$3,684	$897	$1,414	$6,658	$3,042
1987–88	$706	$4,161	$809	$1,537	$7,119	$3,201
1988–89	$730	$4,817	$979	$1,646	$7,722	$3,472
1989–90	$756	$5,196	$978	$1,780	$8,396	$3,800
1990–91	$824	$5,570	$1,087	$1,888	$9,083	$4,009
1991–92	$937	$5,752	$1,186	$2,119	$9,775	$4,399
1992–93	$1,025	$6,059	$1,276	$2,349	$10,294	$4,752
1993–94	$1,125	$6,370	$1,399	$2,537	$10,952	$5,119
1994–95	$1,192	$6,914	$1,488	$2,681	$11,481	$5,391
1995–96	$1,245	$7,039	$1,518	$2,848	$12,239	$5,771
18-Year Increase	340%	342%	339%	362%	383%	374%
10-Year Increase	94%	92%	71%	116%	100%	107%
5-Year Increase	51%	26%	40%	51%	35%	44%

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T4.1B Tuition and Fees by Level and Control: 1976–77 to 1995–96 in Constant 1995–96 Dollars

Source: National Center for Education Statistics, Digest of Education Statistics

	Community College			Four-year Colleges		
Academic Year	Public	Independent	Total	Public	Independent	Total
1976–77	$768	$4,318	$938	$1,673	$6,873	$3,303
1977–78	$759	$4,234	$938	$1,626	$6,701	$3,204
1978–79	$785	$4,398	$987	$1,653	$7,105	$3,356
1979–80	$779	$4,528	$990	$1,620	$7,081	$3,322
1980–81	$758	$4,676	$1,019	$1,558	$7,010	$3,254
1981–82	$754	$4,523	$1,024	$1,578	$7,142	$3,311
1982–83	$756	$4,807	$1,079	$1,648	$7,413	$3,418
1983-84	$809	$4,750	$1,119	$1,760	$7,806	$3,593
1984-85	$863	$5,150	$1,213	$1,815	$8,211	$3,794
1985-86	$912	$5,222	$1,263	$1,874	$8,705	$3,959
1986-87	$912	$5,092	$1,240	$1,954	$9,202	$4,205
1987-88	$955	$5,626	$1,094	$2,078	$9,625	$4,328
1988-89	$948	$6,253	$1,271	$2,137	$10,025	$4,507
1989-90	$938	$6,450	$1,214	$2,209	$10,422	$4,717
1990-91	$976	$6,599	$1,288	$2,237	$10,760	$4,749
1991-92	$1,053	$6,461	$1,332	$2,380	$10,980	$4,941
1992-93	$1,116	$6,594	$1,389	$2,557	$11,204	$5,172
1993-94	$1,187	$6,723	$1,477	$2,678	$11,559	$5,403
1994-95	$1,226	$7,113	$1,531	$2,758	$11,811	$5,546
1995-96	$1,245	$7,039	$1,518	$2,848	$12,239	$5,771
17-Year Increase	62%	63%	62%	70%	78%	75%
10-Year Increase	37%	35%	20%	52%	41%	46%
5-Year Increase	28%	7%	18%	27%	14%	22%

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T4.2 ■ Average In-State Tuition for Public Community Colleges: 1991–92 to 1995–96

■ **Source: National Center for Education Statistics, Digest of Education Statistics, 1994, 1995**

	Tuition						
State	1991–92	1992–93	1993–94	1994–95	1995–96[1]	1-Year Change	Cost for Degree[2]
Alabama	**$1,046**	**$1,132**	**$1,107**	**$1,132**	**$1,317**	**25.9%**	**$2,449**
Alaska	**n/a**	**n/a**	**$1,268**	**$1,320**	**$2,120**	**n/a**	**$3,440**
Arizona	**$601**	**$681**	**$725**	**$735**	**$764**	**27.1%**	**$1,499**
Arkansas	**$714**	**$760**	**$842**	**$884**	**$903**	**26.5%**	**$1,787**
California	**$137**	**$209**	**$345**	**$365**	**$362**	**164.2%**	**$727**
Colorado	$1,017	$1,120	$1,201	$1,282	$1,340	31.8%	$2,622
Connecticut	$1,169	$1,317	$1,398	$1,520	$1,646	40.8%	$3,166
Delaware	$1,044	$1,044	N/A	$1,266	$1,266	21.3%	$2,532
District of Columbia	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Florida	$905	$997	$1,074	$1,113	$1,103	21.9%	$2,216
Georgia	**$934**	**$934**	**$974**	**$1,023**	**$1,062**	**13.7%**	**$2,085**
Hawaii	**$434**	**$454**	**$480**	**$500**	**$524**	**20.7%**	**$1,024**
Idaho	**$850**	**$902**	**$914**	**$991**	**$991**	**16.6%**	**$1,982**
Illinois	**$984**	**$1,074**	**$1,134**	**$1,193**	**$1,232**	**25.2%**	**$2,425**
Indiana	**$1,598**	**$1,633**	**$1,743**	**$1,848**	**$1,937**	**21.2%**	**$3,785**
Iowa	$1,410	$1,526	$1,615	$1,700	$1,782	26.4%	$3,482
Kansas	$783	$872	$982	$1,051	$1,147	46.5%	$2,198
Kentucky	$817	$846	$966	$1,088	$1,112	36.1%	$2,200
Louisiana	$852	$914	$955	$1,023	$1,031	21.0%	$2,054
Maine	$1,570	$1,627	$1,907	$2,151	$2,381	51.7%	$4,532
Maryland	**$1,355**	**$1,605**	**$1,676**	**$1,843**	**$1,967**	**45.2%**	**$3,810**
Massachusetts	**$2,162**	**$2,213**	**$2,344**	**$2,437**	**$2,359**	**9.1%**	**$4,796**
Michigan	**$1,201**	**$1,271**	**$1,357**	**$1,436**	**$1,529**	**27.3%**	**$2,965**
Minnesota	**$1,658**	**$1,742**	**$1,845**	**$1,965**	**$2,065**	**24.5%**	**$4,030**
Mississippi	**$817**	**$932**	**$937**	**$938**	**$941**	**15.2%**	**$1,879**
Missouri	$978	$1,072	$1,138	$1,204	$1,255	28.3%	$2,459
Montana	$991	$1,084	$1,162	$1,376	$1,382	39.5%	$2,758
Nebraska	$975	$1,053	$1,088	$1,102	$1,132	16.1%	$2,234
Nevada	$723	$747	$817	$843	$970	34.2%	$1,813
New Hampshire	$2,053	$2,150	$2,259	$2,316	$2,420	17.9%	$4,736

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State	Tuition					4-Year Change	Cost for Degree[2]
	1991–92	1992–93	1993–94	1994–95	1995–96[1]		
New Jersey	$1,385	$1,482	$1,540	$1,754	$1,878	35.6%	$3,632
New Mexico	$556	$598	$620	$675	$690	24.1%	$1,365
New York	$1,773	$2,046	$2,112	$2,151	$2,427	36.9%	$4,578
North Carolina	$504	$577	$578	$582	$581	15.3%	$1,163
North Dakota	$1,576	$1,593	$1,637	$1,689	$1,698	7.7%	$3,387
Ohio	$1,827	$2,006	$2,088	$2,166	$2,261	23.8%	$4,427
Oklahoma	$981	$1,007	$1,107	$1,149	$1,260	28.4%	$2,409
Oregon	$930	$1,052	$1,185	$1,322	$1,338	43.9%	$2,660
Pennsylvania	$1,710	$1,807	$1,672	$1,755	$1,909	11.6%	$3,664
Rhode Island	$1,368	$1,496	$1,546	$1,686	$1,726	26.2%	$3,412
South Carolina	$920	$1,050	$1,058	$1,048	$1,071	16.4%	$2,119
South Dakota	N/A	N/A	$2,640	$3,430	$3,430	N/A	$6,860
Tennessee	$849	$911	$950	$976	$1,022	20.4%	$1,998
Texas	$552	$585	$625	$689	$771	39.7%	$1,460
Utah	$1,215	$1,286	$1,289	$1,340	$1,375	13.2%	$2,715
Vermont	$2,504	$2,645	$2,726	$2,196	$2,370	-5.4%	$4,566
Virginia	$1,060	$1,231	$1,332	$1,384	$1,433	35.2%	$2,817
Washington	$952	$1,016	$1,143	$1,313	$1,369	43.8%	$2,682
West Virginia	$1,031	$1,136	$1,237	$1,303	$1,312	27.3%	$2,615
Wisconsin	$1,321	$1,469	$1,527	$1,682	$1,840	39.3%	$3,522
Wyoming	$720	$796	$874	$892	$948	31.7%	$1,840
Total	$937	$1,018	$1,125	$1,192	$1,245	27.2%	$2,437

1. Preliminary data based on 1994 enrollment.
2. Based on full-time enrollment two consecutive years (1994–95 & 1995–96).

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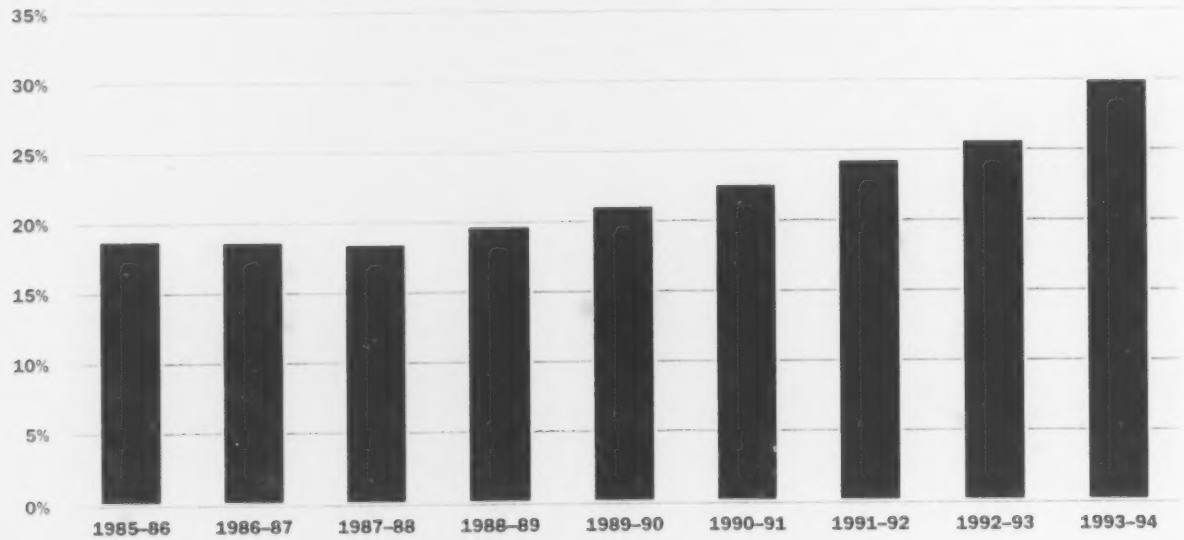
C4.1 ■ Public Community College Share of Pell Grant Dollars: 1985–86 to 1993–94

■ Source: The College Board, Trends in Student Financial Aid, 1985–1994



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T4.3 ■ Percentage of Students Receiving Financial Aid, and Average Amount of Financial Aid by Aid Type and Level and Control of Institution: 1992–93

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students

	Any Aid	Campus-Based Aid	Any Federal Aid	Pell Grants	Federal loans (Except PLUS)	PLUS Loans	Institutional Aid	State Aid
Average Aid Amount								
Total, All Institutions	$4,171	$1,360	$3,567	$1,543	$3,186	$3,347	$2,832	$1,371
Public, less than 2-year	$1,525	$582	$1,417	$1,277	$2,912	low n	$742	$1,449
Public, 2-year	$2,088	$881	$2,244	$1,313	$2,578	$3,388	$844	$728
Public, 4-year, non-PhD-granting	$3,659	$1,276	$3,386	$1,636	$2,773	$3,150	$1,348	$1,291
Public, 4-year, PhD-granting	$4,321	$1,491	$4,108	$1,664	$3,163	$3,329	$1,964	$1,475
Private, nfp less than 4-year	$3,503	$952	$3,186	$1,627	$2,643	$2,889	$1,107	$1,380
Private, nfp, 4-year, non-PhD-granting	$6,479	$1,619	$4,349	$1,671	$3,360	$3,317	$3,942	$1,770
Private, nfp, 4-year, PhD-granting	$8,789	$2,068	$5,180	$1,755	$3,989	$3,595	$5,551	$2,332
Private, for-profit, less than 2-year	$3,710	$799	$3,549	$1,639	$3,289	$3,227	$1,520	$2,522
Private, for-profit, 2 years or more	$5,056	$920	$4,710	$1,613	$3,753	$3,519	$1,727	$1,669
Percent of Students Receiving Aid								
Total, All Institutions	41.4	8.6	31.3	21.6	19.2	2.6	12.1	10.4
Public, less than 2-year	22.2	2.6	17.5	13.5	1.2	0.0	0.9	3.3
Public, 2-year	27.1	3.7	18.4	15.5	6.2	0.4	4.7	6.7
Public, 4-year, non-PhD-granting	45.2	9.5	35.9	25.9	22.5	2.7	10.9	15.2
Public, 4-year, PhD-granting	46.0	9.7	33.5	20.0	25.8	4.0	15.6	11.6
Private, nfp, less than 4-year	54.4	8.8	43.1	32.1	25.0	3.5	17.7	13.8
Private, nfp, 4-year, non-PhD-granting	63.4	20.9	48.5	29.9	35.7	5.0	34.6	21.6
Private, nfp, 4-year, PhD-granting	56.5	18.5	38.6	14.3	32.9	5.7	39.6	14.9
Private, for-profit, less than 2-year	74.5	11.1	70.5	56.7	41.1	4.3	4.4	3.4
Private, for-profit, 2 years or more	68.1	13.8	63.4	37.9	51.7	10.1	4.3	8.5

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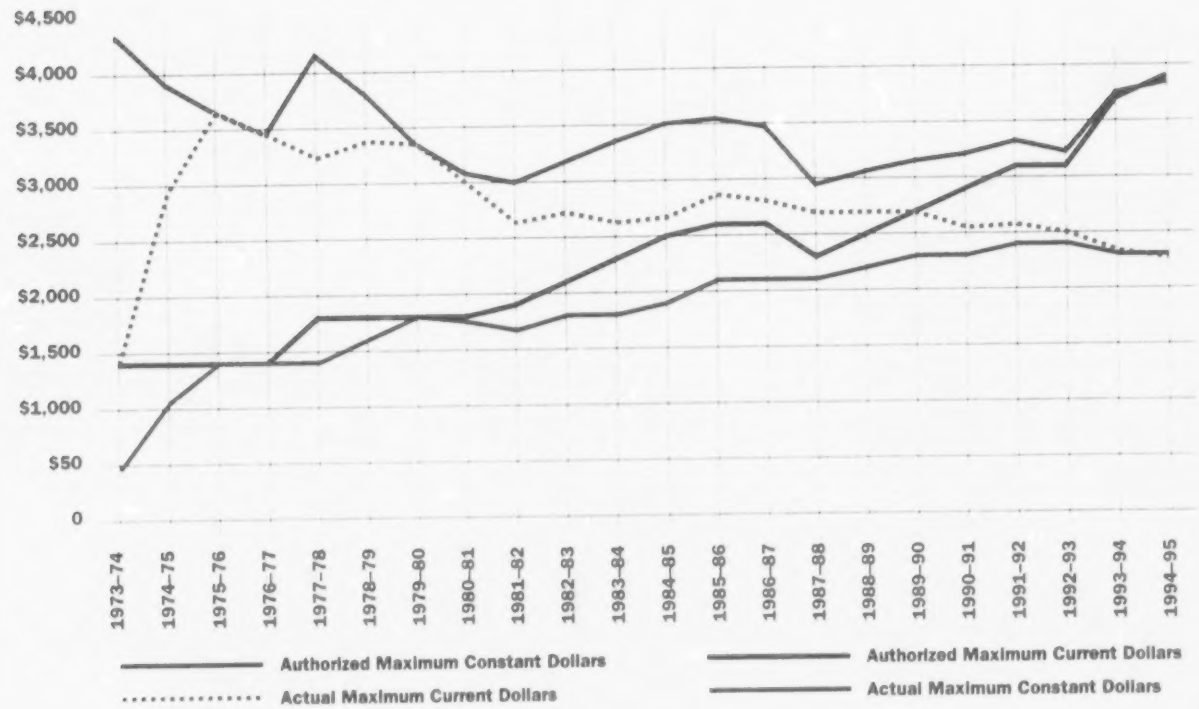
C4.2 ■ Actual and Authorized Pell Grants in Current and Constant Dollars: 1973–74 to 1994–95

■ Source: The College Board, Trends in Student Financial Aid, 1973–1995



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T4.4 ■ Percentage and Average Amount of Student Financial Aid Received by Type and Control of Institution by Various Aid Categories: 1992–93

■ Source: National Center for Education Statistics, NPSAS:93 Undergraduate Students

	Any Aid		Federal Aid		Institutional Aid		State Aid		Federal Grants		College Work Study	
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	Percent	Average	Percent	Average
Public, < 2-year	22.3%	$1,525	18.3%	$1,403	0.9%	$742	33.0%	$1,449	18.3%	$1,249	0.8%	$1,296
Public, 2-year	27.1%	$2,088	19.6%	$2,213	4.7%	$844	6.7%	$728	19.6%	$1,375	1.5%	$1,376
Public, 4-year	45.6%	$4,043	35.1%	$3,792	13.6%	$1,755	13.1%	$1,385	35.1%	$1,780	5.7%	$3,076
Private, nfp, < 4-year	54.4%	$3,503	43.2%	$3,183	17.7%	$1,107	13.8%	$1,380	43.2%	$1,712	2.5%	$2,712
Private, nfp, 4-year	60.6%	$7,366	45.0%	$4,696	36.6%	$4,658	18.9%	$1,953	45.0%	$2,040	15.6%	$3,798

T4.5 ■ Share of Federal Student Financial Aid Received by Public Community Colleges: 1985–86 to 1993–94

■ Source: Trends in Financial Aid, 1986 to 1996

	1985–86	1986–87	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93	1993–94
Pell grants	18.8%	18.7%	18.5%	19.7%	21.1%	22.6%	24.3%	25.7%	30.0%
Campus-based[1]	9.8%	9.7%	9.0%	8.9%	8.8%	9.2%	9.3%	9.7%	9.6%
Stafford loans	8.5%	11.4%	8.0%	5.8%	5.7%	5.8%	6.3%	6.4%	6.3%
PLUS[2]	3.2%	3.2%	3.4%	4.1%	3.4%	3.4%	3.6%	3.7%	2.9%
SLS[3]	1.2%	1.2%	3.0%	3.6%	3.3%	3.8%	4.5%	5.6%	4.5%

1. Includes College Work Study, and other federal aid distributed by the college.
2. Parent Loans to Undergraduate Students, an unsubsidized, non-need-based loan.
3. Supplement Loan to Students, an unsubsidized, non-need-based loan to "independent" students.

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T4.6 ■ Authorized and Actual Pell Grant Maximum Award in Current and Constant 1995 Dollars: 1973–74 to 1995–96

■ Source: The College Board, Trends in Financial Aid, 1986 to 1996

	Authorized Maximum		Actual Maximum	
Year	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars
1973–74	$1,400	$4,578	$452	$1,478
1974–75	$1,400	$4,119	$1,050	$3,089
1975–76	$1,400	$3,847	$1,400	$3,847
1976–77	$1,400	$3,634	$1,400	$3,634
1977–78	$1,800	$4,379	$1,400	$3,406
1978–79	$1,800	$4,004	$1,600	$3,559
1979–80	$1,800	$3,534	$1,800	$3,534
1980–81	$1,800	$3,167	$1,750	$3,079
1981–82	$1,900	$3,077	$1,670	$2,704
1982–83	$2,100	$3,261	$1,800	$2,795
1983–84	$2,300	$3,445	$1,800	$2,696
1984–85	$2,500	$3,603	$1,900	$2,739
1985–86	$2,600	$3,643	$2,100	$2,942
1986–87	$2,600	$3,562	$2,100	$2,877
1987–88	$2,300	$3,026	$2,100	$2,763
1988–89	$2,500	$3,145	$2,200	$2,768
1989–90	$2,700	$3,240	$2,300	$2,760
1990–91	$2,900	$3,298	$2,300	$2,616
1991–92	$3,100	$3,417	$2,400	$2,645
1992–93	$3,100	$3,313	$2,400	$2,565
1993–94	$3,700	$3,854	$2,300	$2,396
1994–95	$3,900	$3,949	$2,300	$2,329
1995–96	$4,100	$4,044	$2,340	$2,308

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CHAPTER V

How Community Colleges Do What They Do

Institutional Revenues and Expenditures and Community College Staff

How Community Colleges Do What They Do

Institutional Revenues and Expenditures and Community College Staff

Public community colleges are generally controlled by states, accountable to local communities, and devoted to the surrounding population. Because of this, their states and local communities traditionally have supported them with tax dollars and appropriations. This allowed the colleges to charge the lowest-possible tuitions and welcome the widest range of students to the classroom.

In many states, however, public funding for community colleges has become scarce as overcrowded prisons, underequipped K-12 classrooms, and other state programs compete for a larger piece of a dwindling state budget. State support to community colleges has eroded from 50 percent of revenues in 1980 to 39 percent in 1994. Funding cutbacks have come at a time when community colleges need to add computers, fiber optic capability, and other technology in order to teach their students the skills they need to compete in a 21st-century workplace. As the colleges age, their buildings and campuses need costly repairs. At the same time, a new diversity of community college students—including older, part-time, and multicultural students, as well as those severely in need of remedial studies—means community colleges must devote resources to accommodating a dizzying array of student needs. The less-expensive, one-size-fits-all approach to education satisfies neither student nor college in the late 1990s. Distance education, weekend classes, Internet instruction, and faculty retraining are what both colleges and constituents need, but, in many cases, can ill afford.

Still, community colleges must serve their students and communities, despite their lack of resources. Some are finding innovative ways to deal with budget cutbacks—by partnering with community groups, local employers, and other colleges to offer shared programs, or by trying their hands at fund-raising. Others are raising tuitions or cutting programs and faculty. Still others are convincing their state legislatures to come up with sorely needed funding. Washington's state legislature, for example, has pumped $42 million into a statewide network that will connect secondary schools, two-year colleges, and four-year colleges so they can

- **Community colleges are uniquely committed to teaching and learning; instruction accounts for more than half of community college expenditures.**
- **Fund-raising is a relatively new activity for most community colleges. Most have small or no endowments, but 14 reported endowments greater than $10 million each in 1994. The New Mexico Military Institute endowment leads with $134.5 million.**
- **Nationwide, community colleges counted on their state governments to supply 50 percent of college revenues in 1980. By 1994, that support had eroded to 39 percent.**
- **In 1980, student tuition accounted for 15 percent of community college revenues. That increased to 20.5 percent by 1994.**
- **The U.S. Department of Education predicts that the cost to educate one full-time student will continue to increase at or above the rate of inflation.**

share courses via distance learning. Virginia lawmakers boosted community college coffers by more than $20 million in fiscal year 1997 to open two new campuses and raise faculty salaries.

The greatest expenditure community colleges have is for instruction—over 50 percent; and on average, salaries for instructional purposes account for 37 percent of the colleges' total expenditures. That outlay demonstrates the unique commitment community colleges have to teaching and learning.

Still, salaries and compensation for community college faculty, administrators, and staff tend to be slightly lower than at four-year colleges. The greatest pay differences show up in the salaries of chief executive officers and chief development officers. This may reflect the fact that community colleges are relative newcomers to high-powered fund-raising.

One of the most prominent trends among community colleges over the past 20 years is the growing use of part-time instructors, who account for about 65 percent of community college faculty. Since 1973, the number of full-time faculty has held relatively steady, while the number of part-time faculty tripled. Critics say this dependence on part-time faculty reduces the quality of community college programs. Others, however, embrace the full-time professional-as-part-time teacher, saying adjunct faculty members bring to the classroom valuable practical insights from their real-world experience. Use of part-time faculty also helps the colleges keep tuition low as federal and state governments cut education funding.

Independent community colleges, on the other hand, have traditionally been market oriented; that is, they receive no government funding and use tuitions, endowments, and fund-raising efforts to keep their institutions afloat. These independent colleges increasingly are creating niches—to specialize in teaching religion or science, for example, or to offer an all-male or all-female campus in an effort to attract students who favor those conditions. And many of them are offering four-year degrees in an effort to keep enrollments steady.

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TS.1 ■ Community College Revenues by Source, in Current and Constant Dollars and per FTE: 1980, 1983, 1985, 1988, 1990, 1992, 1994

■ Source: National Center for Education Statistics, IPEDS & HEGIS Financial Survey data files

Revenue Source	1980	% Change 1980-83	1983	% Change 1983-85	1985	% Change 1985-88	1988	% Change 1988-90
Federal								
Current dollars	$492,207,243	-13.9%	$423,611,410	13.1%	$479,073,001	14.7%	$549,368,772	16.3%
Constant dollars	$885,256,231	-28.8%	$630,313,363	4.7%	$659,838,464	4.3%	$688,220,220	5.3%
Current per FTE	$209	-9.1%	$190	11.5%	$211	5.0%	$228	1.5%
Constant per FTE	$375	-24.8%	$282	3.2%	$291	-1.8%	$286	-6.3%
State								
Current dollars	$3,685,685,604	20.3%	$4,434,743,489	17.3%	$5,201,878,032	17.2%	$6,097,865,455	18.3%
Constant dollars	$6,628,866,584	-0.5%	$6,598,684,589	8.6%	$7,164,668,442	6.6%	$7,639,084,196	7.1%
Current per FTE	$1,562	27.1%	$1,986	15.6%	$2,296	10.4%	$2,535	5.2%
Constant per FTE	$2,810	5.2%	$2,955	7.0%	$3,163	0.4%	$3,176	-4.8%
Local								
Current dollars	$1,280,257,269	28.5%	$1,645,151,338	19.1%	$1,959,535,120	25.2%	$2,453,707,247	14.9%
Constant dollars	$2,302,598,632	6.3%	$2,447,905,907	10.3%	$2,698,913,613	13.9%	$3,073,875,013	4.0%
Current per FTE	$543	35.8%	$737	17.4%	$865	17.9%	$1,020	2.2%
Constant per FTE	$976	12.3%	$1,096	8.7%	$1,191	7.3%	$1,278	-7.5%
Tuition								
Current dollars	$1,103,381,345	43.7%	$1,585,128,459	10.9%	$1,757,670,268	26.3%	$2,220,209,044	25.9%
Constant dollars	$1,984,479,555	18.9%	$2,358,594,755	2.6%	$2,420,880,425	14.9%	$2,781,360,780	13.9%
Current per FTE	$468	51.8%	$710	9.3%	$776	19.0%	$923	12.0%
Constant per FTE	$841	25.6%	$1,056	1.2%	$1,069	8.2%	$1,156	1.4%
Pell								
Current dollars	1		$476,791,350	26.0%	$600,683,683	24.0%	$744,852,976	30.0%
Constant dollars	1		$709,442,551	16.6%	$827,335,705	12.8%	$933,112,519	17.6%
Current per FTE	1		$214	24.2%	$265	16.8%	$310	15.6%
Constant per FTE	1		$318	14.9%	$365	6.2%	$388	4.6%
Total								
Current dollars	$7,355,614,179	-23.2%	$9,575,756,596	15.9%	$11,101,335,307	21.0%	$13,436,619,340	19.9%
Constant dollars	$13,229,393,463	-7.2%	$14,248,264,333	7.3%	$15,290,129,112	10.1%	$16,832,687,964	8.6%
Current per FTE	$3,118	-27.3%	$4,269	14.3%	$4,900	14.0%	$5,586	6.7%
Constant per FTE	$5,608	-12.1%	$6,382	5.8%	$6,750	3.7%	$6,998	-3.4%

1. Pell grant data not available for this year.

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Revenue Source	1990	% Change 1990-92	1992	% Change 1992-94	1994
Federal					
Current dollars	$439,066,220	34.4%	$859,054,796	26.3%	$1,084,733,401
Constant dollars	$724,633,617	25.2%	$907,426,378	19.5%	$1,084,733,401
Current per FTE	$236	35.5%	$320	10.0%	$352
Constant per FTE	$268	26.2%	$338	4.1%	$352
State					
Current dollars	$7,212,130,389	4.2%	$7,512,957,688	9.9%	$8,257,513,615
Constant dollars	$8,177,794,366	-3.0%	$7,935,996,645	4.1%	$8,257,513,615
Current per FTE	$2,667	5.0%	$2,801	-4.3%	$2,681
Constant per FTE	$3,024	-2.2%	$2,958	-9.4%	$2,681
Local					
Current dollars	$2,819,838,115	14.6%	$3,232,386,180	13.7%	$3,674,461,073
Constant dollars	$3,197,396,689	6.8%	$3,414,395,095	7.6%	$3,674,461,073
Current per FTE	$1,043	15.5%	$1,205	-1.0%	$1,193
Constant per FTE	$1,182	7.6%	$1,273	-6.3%	$1,193
Tuition					
Current dollars	$2,794,969,047	33.3%	$3,726,318,716	16.4%	$4,336,699,897
Constant dollars	$3,169,199,792	24.2%	$3,936,139,941	10.2%	$4,336,699,897
Current per FTE	$1,034	34.4%	$1,389	1.4%	$1,408
Constant per FTE	$1,172	25.2%	$1,467	-4.1%	$1,408
Pell					
Current dollars	$967,974,735	45.5%	$1,408,851,414	14.6%	$1,613,714,277
Constant dollars	$1,097,581,146	35.6%	$1,487,969,633	8.5%	$1,613,714,277
Current per FTE	$358	46.7%	$525	-0.2%	$524
Constant per FTE	$406	36.6%	$555	-5.6%	$524
Total					
Current dollars	$16,117,163,171	15.7%	$18,650,375,749	13.7%	$21,199,743,131
Constant dollars	$18,275,161,300	7.8%	$19,700,539,458	7.6%	$21,199,743,131
Current per FTE	$5,960	16.6%	$6,952	-1.0%	$6,882
Constant per FTE	$6,759	8.7%	$7,344	-6.3%	$6,882

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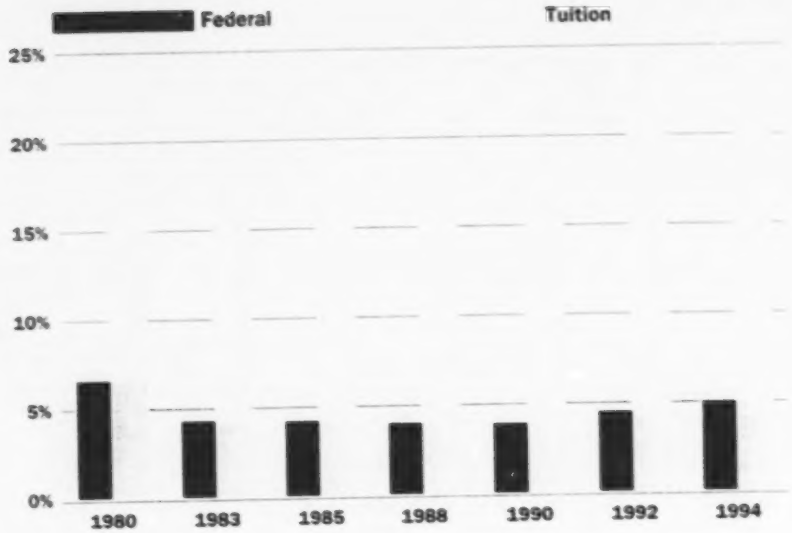
C5.1 ■ Percentage of Public Community College Revenues from Tuition and Federal Sources: Selected Years

■ National Center for Education Statistics, IPEDS & HEGIS data files



T5.2 ■ Percentage of Community College Revenues by Source: 1980 to 1992

■ Source: National Center for Education Statistics, IPEDS and HEGIS Financial Survey data files

	1980[1]	1983	1985	1988	1990	1992	1994	% Change 1980-1985	% Change 1988-1994	% Change 1980-1994
Federal	6.7	4.4	4.3	4.1	4.0	4.6	5.1	-36	25	-24
State	50.1	46.3	46.9	45.4	44.7	40.3	39.0	-6	-14	-22
Local	17.4	17.2	17.7	18.3	17.5	17.3	17.3	1	-5	0
Tuition	15.0	16.6	15.8	16.5	17.3	20.0	20.5	6	24	36
Pell Grants	0.0	5.0	5.4	5.5	6.0	7.6	7.6	N/A	37	N/A
Other	10.8	10.6	9.9	10.2	10.4	10.2	10.5	-8	3	-2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0	0	0

1. Pell Grant dollars were not separable in the 1980 data file. They are included in the federal revenues.

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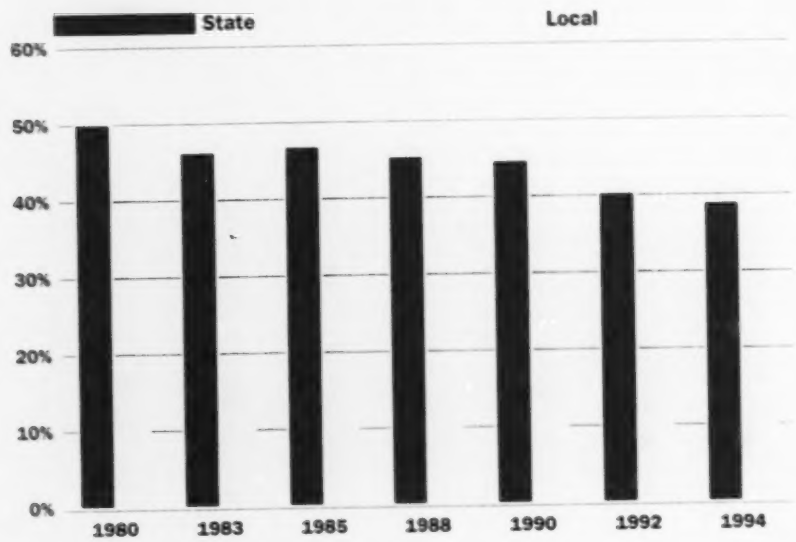
C5.2 ■ Percentage of Public Community College Revenues from State and Local Sources: Selected Years

■ Source: National Center for Education Statistics, IPEDS & HEGIS data files



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T5.3 ■ Total and per Capita State and Local Appropriations for Community Colleges by State: 1994–95 (Estimates)

■ Source: National Center for Education Statistics, IPEDS data files

State	State Appropriations	Local Appropriations	State and Local Appropriations	Population	State Appropriations per Capita	Local Appropriations per Capita	State and Local Appropriations per Capita
Alabama	**$187,318,304**	**$1,056,455**	**$188,374,759**	**4,252,982**	**$44.04**	**$0.25**	**$44.29**
Alaska	**$1,621,516**	**$679,000**	**$2,300,516**	**603,617**	**$2.69**	**$1.12**	**$3.81**
Arizona	**$82,201,551**	**$198,405,929**	**$280,607,480**	**4,217,940**	**$19.49**	**$47.04**	**$66.53**
Arkansas	**$48,552,433**	**$2,265,171**	**$50,817,604**	**2,483,769**	**$19.55**	**$0.91**	**$20.46**
California	**$756,096,567**	**$876,870,547**	**$1,632,967,114**	**31,589,153**	**$23.94**	**$27.76**	**$51.69**
Colorado	$90,437,580	$27,548,572	$117,986,152	3,746,585	$24.14	$7.35	$31.49
Connecticut	$80,315,761	$0	$80,315,761	3,274,662	$24.53	$0.00	$24.53
Delaware	$41,662,800	$998,973	$42,661,773	717,197	$58.09	$1.39	$59.48
Florida	$632,627,537	$3,750,709	$636,378,246	14,165,570	$44.66	$0.26	$44.92
Georgia	$253,856,887	$8,845,710	$262,702,597	7,200,882	$35.25	$1.23	$36.48
Hawaii	**$82,745,259**	**$0**	**$82,745,259**	**1,186,815**	**$69.72**	**$0.00**	**$69.72**
Idaho	**$16,308,821**	**$10,101,796**	**$26,410,617**	**1,163,261**	**$14.02**	**$8.68**	**$22.70**
Illinois	**$246,425,597**	**$403,422,574**	**$649,848,171**	**11,829,940**	**$20.83**	**$34.10**	**$54.93**
Indiana	**$93,897,001**	**$0**	**$93,897,001**	**5,803,471**	**$16.18**	**$0.00**	**$16.18**
Iowa	**$119,863,285**	**$26,528,583**	**$146,391,868**	**2,841,764**	**$42.18**	**$9.34**	**$51.51**
Kansas	$63,256,917	$104,964,083	$168,221,000	2,565,328	$24.66	$40.92	$65.57
Kentucky	$74,300,647	$0	$74,300,647	3,860,219	$19.25	$0.00	$19.25
Louisiana	$44,089,092	$2,706,832	$46,795,924	4,342,334	$10.15	$0.62	$10.78
Maine	$21,710,404	$0	$21,710,404	1,241,382	$17.49	$0.00	$17.49
Maryland	$108,915,823	$131,883,081	$240,798,904	5,042,438	$21.60	$26.15	$47.75
Massachusetts	**$140,173,851**	**$0**	**$140,173,851**	**6,073,550**	**$23.08**	**$0.00**	**$23.08**
Michigan	**$219,638,944**	**$258,455,556**	**$478,094,500**	**9,549,353**	**$23.00**	**$27.07**	**$50.07**
Minnesota	**$177,184,764**	**$1,000,632**	**$178,185,396**	**4,609,548**	**$38.44**	**$0.22**	**$38.66**
Mississippi	**$130,134,040**	**$27,791,390**	**$157,925,430**	**2,697,243**	**$48.25**	**$10.30**	**$58.55**
Missouri	**$83,160,664**	**$69,373,229**	**$152,533,893**	**5,323,523**	**$15.62**	**$13.03**	**$28.65**
Montana	$11,745,571	$4,103,997	$15,849,568	870,281	$13.50	$4.72	$18.21
Nebraska	$37,545,760	$49,714,205	$87,259,965	1,637,112	$22.93	$30.37	$53.30
Nevada	$49,683,333	$0	$49,683,333	1,530,108	$32.47	$0.00	$32.47
New Hampshire	$14,990,290	$0	$14,990,290	1,148,253	$13.05	$0.00	$13.05
New Jersey	$98,051,776	$159,878,482	$257,930,258	7,945,298	$12.34	$20.12	$32.46

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State	State Appropriations	Local Appropriations	State and Local Appropriations	Population	State Appropriations per Capita	Local Appropriations per Capita	State and Local Appropriations per Capita
New Mexico	$53,178,716	$21,262,623	$74,441,339	1,685,401	$31.55	$12.62	$44.17
New York	$441,657,712	$269,067,613	$710,725,325	18,136,081	$24.35	$14.84	$39.19
North Carolina	$452,371,884	$77,742,909	$530,114,793	7,195,138	$62.87	$10.80	$73.68
North Dakota	$17,623,740	$5,179	$17,628,919	641,367	$27.48	$0.00	$27.49
Ohio	$221,500,580	$69,410,663	$290,911,243	11,150,506	$19.86	$6.22	$26.09
Oklahoma	$91,962,628	$16,373,995	$108,336,623	3,277,687	$28.06	$5.00	$33.05
Oregon	$127,637,647	$91,831,162	$219,468,809	3,140,585	$40.64	$29.24	$69.88
Pennsylvania	$133,595,191	$80,329,938	$213,925,129	12,071,842	$11.07	$6.65	$17.72
Rhode Island	$27,246,801	$0	$27,246,801	989,794	$27.53	$0.00	$27.53
South Carolina	$124,030,727	$23,300,725	$147,331,452	3,673,287	$33.77	$6.34	$40.11
South Dakota	$0	$0	$0	729,034	$0.00	$0.00	$0.00
Tennessee	$155,672,071	$0	$155,672,071	5,256,051	$29.62	$0.00	$29.62
Texas	$715,947,597	$260,078,790	$976,026,387	18,723,991	$38.24	$13.89	$52.13
Utah	$64,540,227	$0	$64,540,227	1,951,408	$33.07	$0.00	$33.07
Vermont	$1,143,500	$0	$1,143,500	584,771	$1.96	$0.00	$1.96
Virginia	$184,527,851	$1,972,220	$186,500,071	6,618,358	$27.88	$0.30	$28.18
Washington	$335,005,410	$0	$335,005,410	5,430,940	$61.68	$0.00	$61.68
West Virginia	$12,734,863	$0	$12,734,863	1,828,140	$6.97	$0.00	$6.97
Wisconsin	$150,681,051	$258,948,703	$409,629,754	5,122,871	$29.41	$50.55	$79.96
Wyoming	$43,151,763	$14,004,575	$57,156,338	480,184	$89.87	$29.17	$119.03
Total	$7,362,722,734	$3,554,674,601	$10,917,397,335	262,201,014	$28.08	$13.56	$41.64

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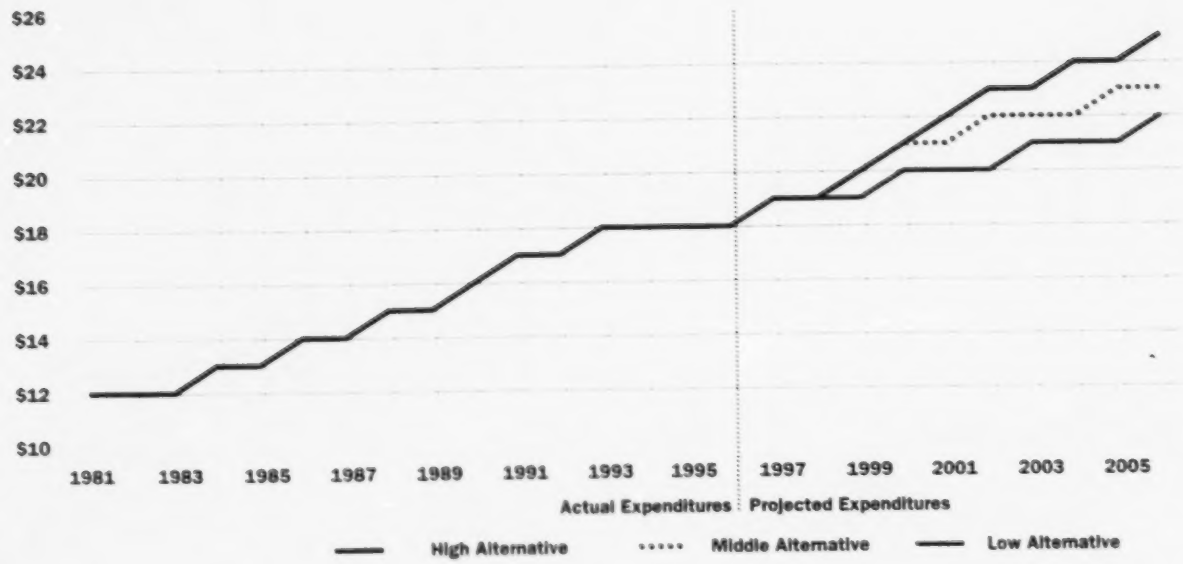
C5.3 ■ Public Community College Expenditures in Constant 1995 Dollars: 1981–2006 (in millions)

■ Source: National Center for Education Statistics, Projections of Education Statistics to 2006



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T5.4 ■ Endowment/Foundation Values and Income by Type and Control of Institution: 1995[1]

■ Source: National Center for Education Statistics, IPEDS data files

Control	Beginning Assets		Ending Assets		
	Book Value	Market Value	Book Value	Market Value	Yield
Four-year					
Public	**$15,823,382,836**	**$17,557,881,761**	**$17,079,318,320**	**$20,357,900,765**	**$887,493,427**
Independent	**$63,193,073,773**	**$74,772,869,688**	**$67,200,694,488**	**$84,395,485,319**	**$3,039,531,988**
Subtotal level	**$79,016,456,609**	**$92,330,751,449**	**$84,280,012,808**	**$104,753,386,084**	**$3,927,025,415**
Community College					
Public	**$668,872,723**	**$683,699,740**	**$707,127,324**	**$745,800,746**	**$37,380,585**
Independent	**$291,949,041**	**$305,847,654**	**$308,118,149**	**$340,385,679**	**$20,372,340**
Subtotal level	**$960,821,764**	**$989,547,394**	**$1,015,245,473**	**$1,086,186,425**	**$57,752,925**
Grand Total	$79,977,278,373	$93,320,298,843	$85,295,258,281	$105,839,572,509	$3,984,778,340

1. Estimated based on preliminary IPEDS data files.

T5.5 ■ Value of Plant and Facilities for Postsecondary Institutions by Level and Control: FY 1994

■ Source: IPEDS Preliminary Release Finance Data, 1994–95

Level	Control	Book Value of Land	Book Value of Buildings	Replacement Value of Buildings	Book Value of Equipment	Replacement Value of Equipment
Four-year	**Public**	**$5,277,560,801**	**$76,500,000,000**	**$127,800,000,000**	**$35,837,969,163**	**$29,065,365,082**
	Independent	**$4,125,644,953**	**$43,149,339,599**	**$153,946,092,000**	**$2,046,623,457**	**$33,115,521,435**
Subtotal Four-year		$9,403,205,754	$119,700,000,000	$281,700,000,000	$62,180,886,517	$62,180,886,517
Community College	**Public**	**$1,806,346,554**	**$17,520,000,000**	**$26,580,000,000**	**$6,406,090,957**	**$6,542,221,523**
	Independent	**$45,921,925**	**$420,284,753**	**$553,953,610**	**$161,972,773**	**$154,810,035**
Subtotal Community Colleges		$1,852,268,479	$17,940,000,000	$27,140,000,000	$6,568,063,730	$6,697,031,558
Grand Total		**$11,260,000,000**	**$137,600,000,000**	**$308,800,000,000**	**$56,211,299,110**	**$68,877,918,075**

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T5.6 ■ Total Expenditures and Expenditures on Salaries and Wages for Public and Independent Community Colleges: 1993–94

■ Source: National Center for Education Statistics, IPEDS data files

	All Institutions			Public Institutions			Independent Institutions		
	Amount of Total Expenditures	Salary and Wages		Amount of Total Expenditures	Salary and Wages		Amount of Total Expenditures	Salary and Wages	
		Amount	Percent		Amount	Percent		Amount	Percent
Instruction	9,476,264	6,949,273	73.3%	9,053,480	6,634,287	73.3%	422,784	314,986	74.5%
Research	30,556	17,443	57.1%	29,560	16,985	57.5%	966	458	47.4%
Public service	434,720	208,639	48.0%	431,444	206,888	48.0%	3,276	1,751	53.4%
Academic support	1,633,629	997,714	61.1%	1,511,755	929,044	61.5%	121,874	68,670	56.3%
Student services	2,095,976	1,336,802	63.8%	1,906,802	1,234,144	64.7%	189,175	102,658	54.3%
Institutional support	3,079,217	1,438,521	46.7%	2,770,815	1,322,960	47.7%	308,401	115,561	37.5%
Operation and maintenance of plant	2,061,314	723,636	35.1%	1,888,780	693,223	36.7%	172,533	30,403	17.6%
Total	18,811,676	11,672,028	62.0%	17,592,636	11,037,531	62.7%	1,219,009	634,487	52.0%
	Percent								
Instruction	50.4%	59.5%		51.5%	60.1%		34.7%	49.6%	
Research	0.2%	0.1%		0.2%	0.2%		0.0%	0.0%	
Public service	2.3%	1.8%		2.5%	1.9%		0.3%	0.3%	
Academic support	8.7%	8.5%		8.6%	8.4%		10.0%	10.8%	
Student services	11.1%	11.5%		10.8%	11.2%		15.5%	16.2%	
Institutional support	16.4%	12.3%		15.7%	12.0%		25.3%	18.2%	
Operation and maintenance of plant	11.0%	6.2%		10.7%	6.3%		14.2%	4.8%	

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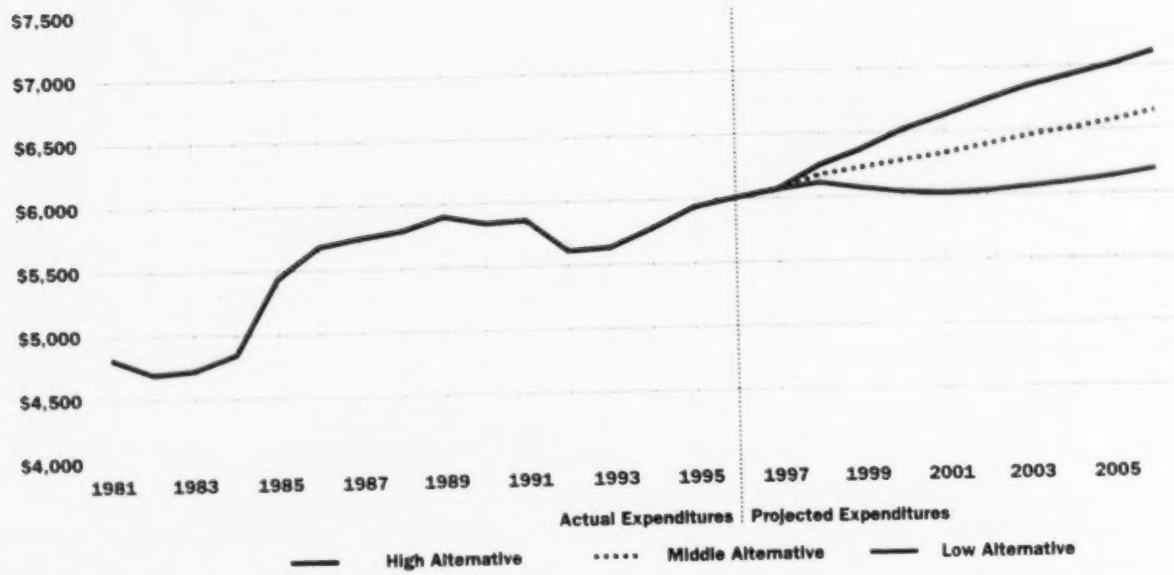
C5.4 ■ Public Community College Expenditures per FTE Student in Constant 1995 Dollars: 1981–2006

■ Source: National Center for Education Statistics, Projections of Education Statistics to 2006



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T5.7 ■ Full-time and Part-time Staff-to-Student Ratio at Community Colleges by Control of Institution: Fall 1993

■ Source: National Center for Education Statistics, 1996: Fall Staff in Postsecondary Institutions, 1993

	Full-time	Part-time	Total	FTE Staff[1]	FTE Student to FTE Staff Ratio
Total, All Community Colleges	260,274	245,569	505,843	353,564	9.1
Professional staff	159,001	198,446	357,447	232,872	13.9
Executive/administrative/managerial	23,152	1,480	24,632	23,833	135.5
Faculty (instruction/research)	103,992	185,198	289,190	165,653	19.5
Instruction/research assistants	N/A	3,023	3,023	1,248	2589.0
Professional (support/service)	31,857	8,745	40,602	35,839	90.1
Nonprofessional staff	101,273	47,123	148,396	120,541	26.8
Technical and paraprofessionals	20,202	12,500	32,702	N/A	N/A
Clerical and secretarial	50,771	25,314	76,085	N/A	N/A
Skilled crafts	5,843	779	6,622	N/A	N/A
Service/maintenance	24,457	8,530	32,987	N/A	N/A
Public Total	242,392	236,588	478,980	332,270	9.2
Professional staff	145,969	191,402	337,371	217,218	14.0
Executive/administrative/managerial	20,142	1,389	21,531	20,781	146.6
Faculty (instruction/research)	97,291	179,122	276,413	156,929	19.4
Instruction/research assistants	N/A	2,762	2,762	1,140	2672.1
Professional (support/service)	28,536	8,129	36,665	32,238	94.5
Nonprofessional staff	96,423	45,186	141,609	114,899	26.5
Technical and paraprofessionals	19,536	12,165	31,701	N/A	N/A
Clerical and secretarial	48,176	24,395	72,571	N/A	N/A
Skilled crafts	5,635	728	6,363	N/A	N/A
Service/maintenance	23,076	7,898	30,974	N/A	N/A
Private Total	17,882	8,981	26,863	21,294	8.6
Professional staff	13,032	7,044	20,076	15,654	11.8
Executive/administrative/managerial	3,010	91	3,101	3,052	60.3
Faculty (instruction/research)	6,701	6,076	12,777	8,724	21.1
Instruction/research assistants	N/A	261	261	108	1708.7
Professional (support/service)	3,321	616	3,937	3,602	51.1
Nonprofessional staff	4,850	1,937	6,787	5,642	32.6
Technical and paraprofessionals	666	335	1,001	N/A	N/A
Clerical and secretarial	2,595	919	3,514	N/A	N/A
Skilled crafts	208	51	259	N/A	N/A
Service/maintenance	1,381	632	2,013	N/A	N/A

1. FTE staff (full-time-equivalent staff) was unavailable for the nonprofessional staff.

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C5.5 ■ Employment Status of Community College Faculty

■ Source: National Center for Education Statistics, IPEDS data files

T5.8 ■ Median Salaries for Top Administrative Officials in Community Colleges by Gender and Minority Status: 1993–94 to 1995–96

■ Source: College and University Personnel Association (CUPA), 1994, 1995, 1996

Title	Male	Female	Minority	Non-minority	Median
CEO for system	$110,192	$96,500	$133,636	$105,227	$107,652
CEO for single institution	$96,000	$80,000	$69,000	$94,932	$94,932
Executive vice president	$82,000	$61,199	1	$79,123	$79,123
Chief academic officer	$71,202	$72,921	$77,974	$71,217	$71,284
Chief student affairs officer	$63,795	$64,180	$64,942	$63,522	$63,768
Chief development officer	$57,789	$51,041	$77,323	$53,964	$55,549
Chief business officer	$70,300	$59,750	$69,454	$69,140	$69,264
Chief administrative officer	$65,975	$56,890	1	$64,262	$64,262
Chief financial officer	$62,650	$51,870	$68,187	$56,507	$54,122

1. No information provided for this cell.

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T5.9 ■ Contracts for Community College CEOs: 1995

■ Source: The CEO Contract, 1996

Contract Status N=617	
No formal contract	24.3%
Percent without a contract who reported it was a problem	18.7%
Formal contract, no separation clause	41.8%
Formal contract, with separation clause	33.9%
Percent of separation clause contracts that provide separation for cause	77.3%
Percent of separation clause contracts that provide separation without cause	48.1%
Contract Length N=488	
One year	21.9%
Two years	10.2%
Three years	42.8%
Four years	10.5%
Five years	6.6%
Other	8.0%
Frequency of renewal N=418	
Every year	73.9%
One to three years	9.3%
Greater than three years	16.7%
Length of current appointment	
Length of current appointment	Years
Average	7.8
Longest	28

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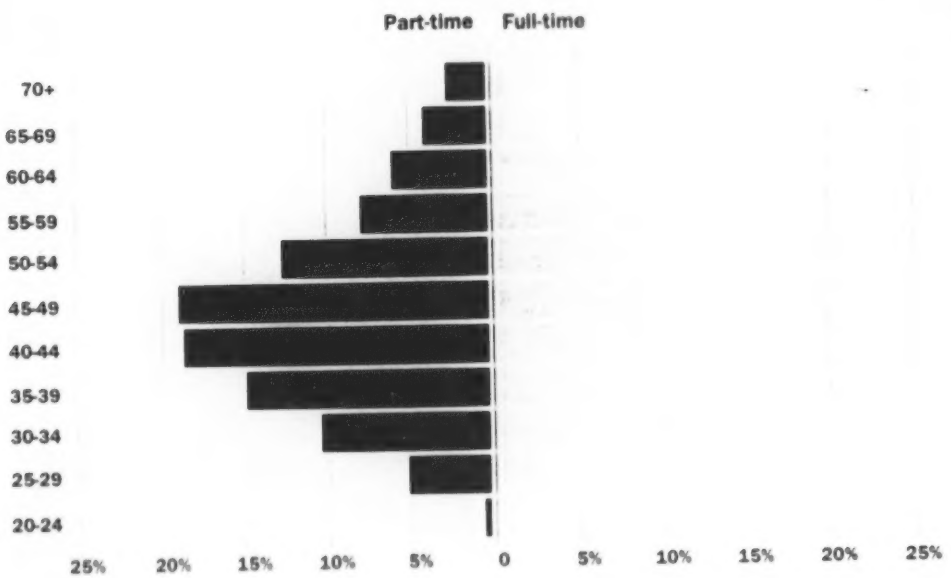
C5.6 ■ Age Distribution of Part-time and Full-time Faculty

■ Source: NSOPF, National Center for Education Statistics, 1993



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T5.10 ■ Faculty at Community Colleges: 1993

■ Source: NSOPF, National Center for Education Statistics, 1993

Faculty Information	Employment Status: Part-time	Employment Status: Full-time
Highest Degree Attained		
Doctor's	7.5%	16.0%
1st professional	4.3%	2.2%
Master's	55.0%	65.1%
Bachelor's	24.8%	11.9%
Less than bachelor's	8.7%	4.8%
Academic Rank		
Full professor	4.0%	17.3%
Associate professor	2.2%	11.6%
Assistant professor	1.9%	11.1%
Instructor	77.0%	40.1%
Lecturer	5.0%	0.4%
Other ranks/no rank	9.8%	19.6%
Tenure Status		
No tenure system	52.6%	28.8%
Not tenure track	44.0%	5.8%
Tenure track	1.2%	14.1%
Tenured	2.1%	51.2%
Mobility and Retirement within 3 Years		
Very likely to leave/retire	39.0%	22.8%
Very likely to retire	6.7%	9.6%
Very likely to leave for full-time job	27.4%	11.5%
Very likely to leave for part-time job	16.0%	6.1%
Time Allocations[1]		
Teaching	66.9%	67.9%
Administration	4.9%	12.7%
Service activities	10.4%	6.4%
Professional development	5.3%	6.0%
Research	4.2%	4.7%
Consulting	8.2%	2.4%

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Faculty Information	Employment Status: Part-time	Full-time
Work Load[2]		
Average hours worked per week	30.44	46.61
Regular scheduled office hours	3.00	9.20
Informal contact hours	1.92	4.80
Total number of classes taught	1.95	3.94
Number of students taught per term	41	96
Monthly Salary		
Average months of appointment	7.5	10.0
Monthly salary from primary institution	$1,450	$4,232
Monthly salary from outside sources	$2,484	$329
Total monthly salary	$3,935	$4,561

1. For all work.
2. At primary institution.

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CHAPTER VI

THE FUTURE OF COMMUNITY COLLEGES

THE FUTURE OF COMMUNITY COLLEGES

As the 20th century dawned and the first public junior college opened its doors, neither educators nor students could have imagined the sophisticated two-year community colleges that would emerge during the next 100 years. Today's community colleges continue their commitment to prepare students to transfer to universities. But almost everything else—from students to teaching methods to technology—is new and different.

The preceding pages contain a glimpse of what the community college of the late 1990s looks like, in terms of population, resources, and trends. Readers of this volume will note that community college students in the final days of the 20th century are older and more culturally diverse than they were in 1901. And many of them are in college not because high school graduation sent them on a quest for a higher degree, but because they need practical skills that will help them find and keep good jobs in a high-tech workplace.

With the changing campus population comes a change in the way the student body learns. Thirty-year-olds simply need different things from a college than do teenagers. They need more flexible class schedules because they work at paying jobs either full- or part-time, and can only get to campus on weekends or in the evenings. Some of them need child care while they attend class. Others can't come to campus at all because they can't afford transportation or don't live nearby.

Responding to any of those concerns means shifting the way the faculty teaches. Forward-thinking community college administrators and instructors are making student learning—not traditional teaching—the focus of their efforts. They are offering classes at hours that are convenient for adult students; some even host open classrooms that allow students to drop in whenever they can and complete the semester's work at their own pace, without deadlines. Most colleges have developed sophisticated distance learning programs that encourage students to attend classes in remote locations with television or telephone hookups to an instructor many miles away. More and more teachers are using the Internet either to communicate with students,

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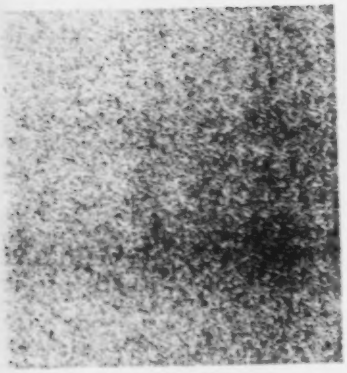
collect assignments, or conduct classes. In the not-too-distant future, selected students could be taking a full schedule of independent studies, using cable, fiber optics, or modems right in their homes to connect with advisers.

In each instance, the teacher becomes something besides an expert at a podium providing all the information the student needs to master the material. The teacher becomes a coach and a counselor, a manager of the learning process, guiding the adult student to learn by doing. This, agree observers from across the country, is the future of community college education. It is a future that includes flexibility, technology, and a new era of instruction. It is a future that embraces lifelong learning, short-term workplace training, and retraining of the unemployed, all without ignoring the needs of one-third of the student population that yearns for transfer to a four-year university and an eventual bachelor's degree. In fact, some two-year colleges—most notably independent ones—have added four-year degrees to their menu of academic offerings.

The need for change and the need to offer technologically advanced instruction comes at a time when community colleges are hard-pressed to pay for it. The 1990s have been a time of dwindling federal and state education dollars and rising tuitions; the 2000s are likely to bring more of the same. Funding, almost across the board, has not kept pace with the increasing demand for community college programs and services fueled by society's modern need for training and education. Community colleges that are successful in catering to their diverse constituencies in the years to come will be those that find ways to stretch their precious resources so that the needs of the most students are met. Innovative use of resources will ensure that community colleges remain the open door to all who desire higher education.

As the nation's community colleges prepare to greet a new millennium, they will look more and more often to universities, high schools, their communities, business and industry, and each other for support. Few colleges have the abundant resources that would allow them to continue to work alone to offer the wide range of high-quality programs and services that their communities need and expect. It has begun already: Universities are offering baccalaureate classes on community college campuses; some are even enveloping the two-year colleges within their systems. High schools are pairing with two-year colleges, offering freshman-level classes to high school seniors or preparing students in need of remedial work to begin their college careers. Businesses are funding college-run training programs for workers and potential workers; communities are sharing facilities with the colleges. State legislatures are merging community colleges with two-year technical colleges or, in some cases, with each other to save on the costs of administration.

Some of these new and upcoming trends buck the typical community college culture, but they will be in universal use soon enough. Colleges will be expected to be ever vigilant with public resources and accountable for what they spend. The flow of students will continue to reflect employment trends, as job



seekers return to college so they can find work and businesses send their employees for training in cutting-edge workplace skills. Community college administrators will be called upon as leaders who understand the role of technology in 21st-century America and how to balance it with the theory and long-term education that will sustain tomorrow's employees in a new century of constant and exciting change.

To that end, the function of community college leaders will change as well. More than ever, they will be fund-raisers. They will be lobbyists. They will be advocates. Most important, perhaps, they will be called upon to manage the inevitable changes in student population, teaching methods, learning styles, faculty makeup, campus climate, and bottom lines without weakening their institutions. They will once again emphasize the "community" part of community college, dealing with the needs of the communities in which their students live.

Today's community colleges have a different character than their founding ancestor, Joliet Junior College, had when it welcomed its first students in 1901. They serve a different population, a different society, and far different needs. Still, these colleges are true to their predecessor's 96-year-old vision: Everyone is welcome. The whole community has been invited through these college doors, and now the colleges must meet the challenge of filling those educational needs.

GLOSSARY

ACADEMIC SUPPORT: expenditures for support services that are an integral part of the institution's primary mission of instruction, research, or public service.

ASSOCIATE DEGREE: an award that normally requires at least two but fewer than four years of full-time-equivalent college work.

BEGINNING POSTSECONDARY STUDENT STUDY (BPS): a longitudinal study that followed first-time freshman for five years. It is a subsample of the students who started college in the 1989-90 NPSAS study with the last follow-up in 1994.

BOOK VALUE (LAND, BUILDINGS, EQUIPMENT): dollar amount value as shown on the institution's accounting records. The purchased or construction cost at time of purchase, construction, or donation.

BRANCH CAMPUS: an affiliated campus of a college that is not separately accredited and does not separately offer a degree.

CAMPUS-BASED AID: student financial aid from federal, state, and local governments administered through the institution, not directly to the student. An example is College Work-Study.

CERTIFICATE: a formal award certifying the satisfactory completion of a postsecondary program.

COLLEGE WORK-STUDY: a program in which a student is paid through federal and matching institutional funds for work on the campus or on its behalf.

COMMUNITY COLLEGE (AACC DEFINITION): an institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college can also be a campus that offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree-granting institution.

COMMUNITY COLLEGE (U.S. DEPARTMENT OF EDUCATION DEFINITION): an institution of higher education that is accredited by an agency recognized by the Department of Education and offers the associate degree as the highest award.

CONTROL: refers to whether an institution is publicly or independently controlled.

CURRENT POPULATION SURVEY (CPS): a monthly survey of about 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics. Respondents are interviewed to obtain information about employment status of each member of the household aged 15 or older.

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DEGREE-SEEKING STUDENTS: students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award.

EMPLOYMENT STATUS (FACULTY AND STAFF): full- or part-time status as determined by the institution.

FALL HEADCOUNT ENROLLMENT: the number of students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award on October 15 (or the institution's official fall reporting date). Includes students who are part of vocational or occupational programs and students enrolled in off-campus centers.

FEDERAL AID: any student financial aid provided by the federal government.

FEDERAL REVENUE: includes both restricted and unrestricted appropriations, grants, gifts, and contracts from federal sources, except for Pell Grant dollars, which are separately reported, unless otherwise noted.

FIELD OF STUDY: the primary field of study a degree or certificate was awarded in, as classified by the institution based on guidelines developed by the U.S. Department of Education.

FIRST-TIME, FIRST-YEAR STUDENT: a student attending any institution for the first time at the undergraduate level.

FOUR-YEAR COLLEGE: a college that offers a baccalaureate or higher degree as its primary award.

FULL-TIME EMPLOYMENT: 35 or more hours per week.

FULL-TIME STUDENT: a student enrolled for 12 or more credits (24 or more contact hours a week).

FULL-YEAR, UNDUPLICATED HEADCOUNT: the number of students enrolled during the 12-month reporting period in any courses leading to a degree or other formal award, and students enrolled in courses that are part of a terminal vocational or occupational program.

INDEPENDENT (OR PRIVATE) COLLEGE: a college that is operated by privately appointed officials and derives its funding primarily from private sources.

INSTITUTIONAL AID: any aid the college provides to the student to help defray the cost of attending the college.

INSTITUTIONAL SUPPORT: expenditures for day-to-day operations established to provide service and maintenance of grounds and facilities used for educational and general purposes.

INSTRUCTION: includes all expenditures for instruction and instructors' salaries, including both credit and noncredit academic expenditures.

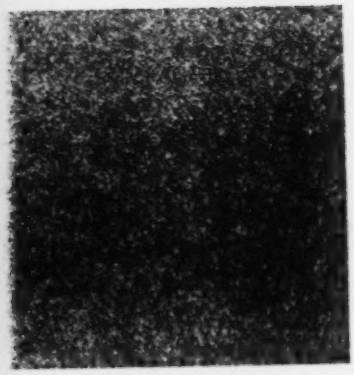
INTEGRATED POSTSECONDARY EDUCATIONAL DATA SYSTEM (IPEDS): a series of surveys conducted by the U.S. Department of Education. The surveys provide aggregate data at the college level and cover topics such as enrollment, institutional finances, institutional characteristics, degree and certificate completion, staff and faculty status, faculty salaries, and, soon, student graduation and transfer activities.

INTERNATIONAL PROGRAMS: programs that deal with training individuals in countries other than the United States or programs that specialize in teaching about other countries.

LEVEL: the highest degree primarily offered by the community college, versus a four-year college.

LOCAL REVENUE: includes both restricted and unrestricted appropriations, grants, gifts, and local sources, unless otherwise noted.

NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS): a survey conducted every three years by the U.S. Department of Education. Data is collected on a stratified random sample of students from all levels of postsecondary institutions eligible for student financial aid; the best source for nationally representative data on financial aid, student finances, and other individual student characteristics.



PART-TIME EMPLOYMENT: fewer than 35 hours per week.

PART-TIME STUDENT: a student enrolled for 11 or fewer credits (fewer than 24 contact hours a week).

PELL GRANT: federally funded grants to students based on family financial need; includes all federal Pell Grant funds received by the college.

PERSISTENCE: whether a student is still pursuing a degree or certificate by attending a postsecondary institution.

PRIVATE GIFTS, GRANTS, AND CONTRACTS: revenues from private donors, private contracts, and foreign governments.

PUBLIC COLLEGE: a college that is operated by publicly elected or appointed officials and that derives its funding primarily from public sources.

PUBLIC SERVICE: funds budgeted to provide noninstructional services beneficial to groups external to the institution.

RACIAL/ETHNIC BACKGROUND: denotes group to which individuals belong, identify with, or belong in the eyes of the community, and not to scientific definitions. The following groups are used in this publication, as defined by the U.S. Department of Education: Black, non-Hispanic; American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; White, non-Hispanic.

REMEDIAL EDUCATION: courses in reading, writing, or math for college students lacking the skills necessary to perform college-level work at the level required by the institution.

REPLACEMENT VALUE: estimated cost to replace buildings and equipment owned, rented, or used by the institution.

RESEARCH: funds spent to produce research outcomes commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution.

SERVICE LEARNING: a program integrated into curriculum in which a student volunteers as part of his or her course work, and integrates this into the learning experience.

STATE AID: any student financial aid provided by a state government.

STATE REVENUE: includes both restricted and unrestricted appropriations, grants, gifts, and contracts from state sources, unless otherwise noted.

STUDENT FINANCIAL AID: any of a wide variety of programs designed to aid a student financially to attend a postsecondary institution.

STUDENT SERVICES: expenditures for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program.

SUBSIDIZED LOANS: loans to students to help defray attendance costs, where interest accrual is paid for while the student is still pursuing a degree. Includes Perkins loans and some Stafford loans.

TRANSFER: a student stops attending one college to begin attending another.

TRIBAL COLLEGE: a college operated by one of the Native American Nations.

TUTTION AND FEES: the average annual amount an individual spends to attend classes on a full-time basis. It does not include books and supplies, room and board expenses, or living expenses.

UNSUBSIDIZED LOANS: loans to students to help defray attendance costs, where interest accrues to the student's loan amount while still pursuing a degree. Includes PLUS, SLA and some Stafford loans.

VIDEOCONFERENCING: using one- or two-way video telecommunications as part of an educational experience.

WORKFORCE TRAINING: educational programs designed to increase skills needed for specific workplace jobs.

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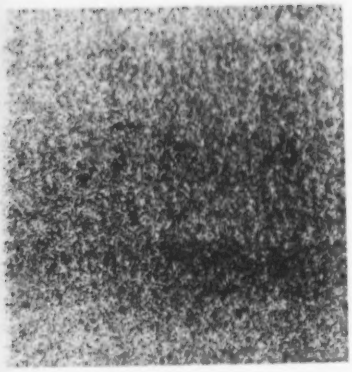

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ACKNOWLEDGMENTS

This publication would not have been possible without the assistance of several key people. Sharon O'Malley contributed significantly to the text for this edition. Margaret Rivera, Michele Anthony, and Donna Carey were instrumental in general oversight, proofing and editing text, and providing assistance with the design and content of the publication. In addition, Yong Li was instrumental in obtaining Census and faculty data. Finally, thanks to David Pierce, president of AACC, for providing leadership to the association as well as this project.

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